COPPING STRATEGIES AMONG ORPHANS IN ENHANCING THEIR ACADEMIC ACHIEVEMENTS IN TANZANIA

JOSEPHINE ACKIM

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION OF THE UNIVERSITY OF DODOMA

THE UNIVERSITY OF DODOMA

OCTOBER, 2018
DECLARATION

AND

COPYRIGHT

I, Josephine Ackim, declare that this dissertation is my original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature……………………………………

No part of this dissertation may be produced, stored in any retrieval system or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma. If transformed for publication in any other format shall be acknowledged that, this work has been submitted for degree award at the University of Dodoma.

i
CERIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by University of Dodoma a dissertation entitled “Copping Strategies among Orphans in Enhancing their Academic Achievements in Tanzania” in partial fulfillment of requirements for the degree of Master of Arts in Education of the University of Dodoma.

........................................

DR. JANUARY BASELA

(SUPERVISOR)

Date ...........................................
ACKNOWLEDGEMENT

The completion of this thesis was a reality only because of inspirational support from numerous people along the way. Sincerely, I convey my deepest gratitude for all who deserve special mention. First, I am grateful to Dr. January Basela for his tireless guidance, patience, motivation, enthusiasm, constructive comments and criticism that set me on the track towards the achievement of my master degree. His extended academic care has made my study convenient and pleasant, may God bless him. Further, I would like to thank the Dodoma Municipal administration especially Municipal executive director for granting me a study leave as well as material support that made my dream come true.

My deepest gratitude goes to my family and colleagues: my mother, Mary Anangisye Mwasyoge for her care and support to reach this level of education, my husband, Eng. Lusako Noel Kilembe and my daughters, Rosemary Kilembe, Furaha Kilembe, Edna Kilembe and my son, Ernest Kilembe for their unconditional acceptance, patience, understanding and support made this happen. Sincere thanks are expressed to all my lecturers of University of Dodoma enriching my academic horizon and advice.

Finally, I would like to thank District education officer, head teachers, teachers and pupils from Mpunguzi, Mkonze, Nzunguni and Chamwino primary schools for their participation in data collection.
DEDICATION

This work is dedicated to my beloved husband (Eng. Lusako Kilembe) and my mother, Mary Anangisye Mwasyoge for his financial supports and for taking care of the family during my study time respectively. Also I owe this work to my late father, Ernest Rwehumbiza for his diligent efforts and visionary inspiration towards my educational career since my childhood. May the Almighty God put his soul in eternal peace!
ABSTRACT

This study explored the coping strategies among orphans in enhancing their academic achievements in Tanzania. The study was conducted in four public primary schools in Dodoma Municipality involving a total number of 133 participants composed of 32 teachers (20 female and 12 male), 96 orphans (46 boys and 50 girls) and 4 head teachers (1 female and 3 male) and 1 DEO. The study employed two sampling techniques; purposive sampling to obtain head teachers and DEO, and simple random sampling to obtain primary school teachers and orphan pupils. Furthermore, the study employed a descriptive study design through mixed approach where semi-structured interview, questionnaire and documentary analysis were involved in data collection. The data were analysed based on themes and resulted into the emergence of different sub-themes.

Data obtained through semi-structured interviews, questionnaires and documentary review provided an opportunity to understand the coping strategies adopted by orphans in enhancing their academic achievements. The study findings revealed that, orphans are facing several challenges including school and home related challenges. On other hand, the study reported several strategies adopted by orphans in enhancing their academic achievement in primary schools including engaging in manual activities such as being hired for digging in peoples’ farm grinding stones, weeding and harvesting in peoples’ farm. Furthermore, the study revealed several mechanisms that can be adopted in order to help orphans enhance their academic achievements which were categorized in four main groups; government support, community, school and NGOs support. The research concluded that, orphans are facing many challenges which hinder their academic achievements ranging from school related to home related challenges. Despite the challenges orphans adopt different strategies which help them to overcome challenges they face. However, the strategies they do adopt have positive and negative impacts to their school life as well as home life. Therefore, joint cooperation between different stakeholders such as the government, community, school and different NGOs is needed in order to help orphans access their primary education.
# TABLE OF CONTENTS

DECLARATION AND COPYRIGHT .................................................................................. i  
CERIFICATION ........................................................................................................... ii  
ACKNOWLEDGEMENT ............................................................................................... iii  
DEDICATION ................................................................................................................ iv  
ABSTRACT ................................................................................................................... v  
TABLE OF CONTENTS ............................................................................................... vi  
LIST OF TABLES .......................................................................................................... x  
LIST OF FIGURES ....................................................................................................... xi  
LIST OF APPENDICES ............................................................................................... xii  
LIST OF ABBREVIATIONS .......................................................................................... xiii  

## CHAPTER ONE ......................................................................................................... 1  
GENERAL INTRODUCTION ......................................................................................... 1  
  1.1 Introduction ........................................................................................................... 1  
  1.2 Background to the Study ..................................................................................... 1  
  1.3 Statement of the Problem ................................................................................... 10  
  1.4 Objectives of the Study ....................................................................................... 11  
    1.4.1 General Objectives ...................................................................................... 11  
    1.4.2 Specific Objectives ...................................................................................... 11  
  1.5 Research Questions ............................................................................................ 12  
  1.6 Significance of the Study .................................................................................... 12  
  1.7 Scope and Delimitation of the Study ................................................................... 13  
  1.8 Operational Definition of Key Terms .................................................................. 13  
    1.8.1 Coping Strategies ....................................................................................... 13  
    1.8.2 Orphan ...................................................................................................... 13  
    1.8.3 Vulnerable Children .................................................................................... 14  
    1.8.4 Primary Education ...................................................................................... 14  
    1.8.5 Inclusive Education .................................................................................... 14  
    1.8.6 Academic Achievement ............................................................................. 15
# CHAPTER TWO

LITERATURE REVIEW ................................................................................. 16

2.1 Introduction ......................................................................................... 16

2.2 Theoretical Framework ....................................................................... 16

2.2.1 Bio-Ecological System Theory ....................................................... 16

2.3 Overview on Orphan and other Vulnerable Children (OVC) ............... 20

2.4 Orphans and Access to Education ...................................................... 23

2.4.1 Coping Strategies Adopted by Orphans in Education .................... 28

2.4.2 Support Mechanisms for Orphans ............................................... 31

2.4 Review of Local Studies .................................................................... 36

2.6 Research Gap ...................................................................................... 41

2.7 Conceptual Framework ...................................................................... 42

# CHAPTER THREE

RESEARCH METHODOLOGY .................................................................... 47

3.1 Chapter Overview ............................................................................... 47

3.2 Research Approach ............................................................................ 47

3.3 Research Design ................................................................................ 48

3.4 Location of the Study ......................................................................... 49

3.5 Target Population .............................................................................. 50

3.6 Sample Size and Sampling Techniques ............................................ 50

3.6.1 Sample Size .................................................................................. 50

3.6.2 Sampling Technique ..................................................................... 52

3.6.2.1 Simple Random Sampling ....................................................... 53

3.6.2.2 Purposive Sampling ................................................................. 53

3.7 Data Collection Methods ................................................................... 54

3.7.1 Interview ....................................................................................... 54

3.7.2 Questionnaires .............................................................................. 55

3.7.3 Documentary Review .................................................................... 55

3.8 Validity and Reliability of Research Instruments ................................. 56

3.8.1 Validity ......................................................................................... 57
3.8.2 Reliability .................................................................................................................. 58
3.9 Data Analysis Techniques .......................................................................................... 58
3.10 Ethical Considerations .............................................................................................. 59

CHAPTER FOUR ............................................................................................................. 61
RESULTS OF THE FINDINGS ...................................................................................... 61
4.1 Introduction .................................................................................................................. 61
4.2 Respondents’ Profile ................................................................................................... 61
4.2.1 Pupils’ Characteristics .......................................................................................... 62
4.2.2 DEO and Teachers’ Characteristics ...................................................................... 64
4.3 Challenges Facing Orphans in Enhancing their Academic Achievements .............. 65
4.3.1 Lack of School Materials ...................................................................................... 66
4.3.2 Home Related Challenges .................................................................................... 67
4.3.3 Lack of Money ........................................................................................................ 69
4.4 Strategies Adopted by Orphans to Enhance their Academic Achievements ............ 73
4.4.1 Begging .................................................................................................................. 73
4.4.2 Being Hired to Work in Peoples’ Farms ................................................................. 74
4.4.3 Engaging in Domestic Activities .......................................................................... 75
4.4.4 Doing Petty Business ............................................................................................ 76
4.5 Efficient Support Mechanism to help Orphans’ Academic Achievement ............... 80
4.5.1 Government Support ............................................................................................. 81
4.5.2 NGOs Support ....................................................................................................... 82
4.5.3 Community Support .............................................................................................. 83
4.6 Chapter Summary ....................................................................................................... 89

CHAPTER FIVE .................................................................................................................. 90
DISCUSSION OF THE FINDINGS ............................................................................... 90
5.1 Introduction .................................................................................................................. 90
5.2 Challenges facing orphans in enhancing their academic achievements ................ 90
5.3 Strategies Adopted by Orphans to Enhance their Academic Achievement ............ 92
5.4 Efficient Support to Help Orphans in their Academic Achievements .................... 96

viii
5.5 Chapter Summary................................................................. 100

CHAPTER SIX ............................................................................. 101
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS............... 101
6.1 Introduction ........................................................................... 101
6.2 Summary of the study ............................................................ 101
6.3 Summary of the major findings .............................................. 102
6.4 Conclusions .......................................................................... 103
6.5 Recommendations ............................................................... 104
   6.5.1 Recommendations for Action .......................................... 105
   6.5.2 Recommendations for further research ................................ 106
REFERENCES............................................................................. 107
APPENDICES ............................................................................. 116
LIST OF TABLES

Table 3.1: Sample Size and Respondents Categories .............................................. 51
Table 4.1.1: Respondents Categories ........................................................................ 62
Table 4.1.2: Pupils’ Characteristics ........................................................................... 63
Table 4.1.3: DEO and Teachers’ characteristics ......................................................... 64
Table 4.2.1: Orphan Pupils’ report on the Challenges facing them ......................... 65
Table 4.2.2: Challenges Facing Orphans as Reported by Teachers N= 32 ............... 71
Table 4.3.1: Strategies Adopted by Orphan Pupils ..................................................... 73
Table 4.3.2: Level of Agreement on the Strategies adopted by Orphans ................. 79
Table 4.4.1: Interview on Support Mechanism with Pupils ..................................... 81
Table 4.4.2: Suggested Support mechanism by Teachers ......................................... 88
LIST OF FIGURES

Figure 2.1: Bronfenbrenner’s levels or layers of systems with regard to the Orphans ecological encounters and learning. ................................................................. 17

Figure 2.2: Conceptual framework: Educational Coping Strategies Adopted by Orphans ........................................................................................................ 43

Figure 4.2.1: Challenges Facing Orphans ........................................................................ 72

Figure 4.3.1: Strategies adopted by orphans .................................................................. 79
LIST OF APPENDICES

Appendix 1: Interview for Individual Children/Pupils........................................ 116
Appendix 2: Semi-structured Interview Guide for Head Teachers ...................... 117
Appendix 3: Interview Guide for Municipal Education Officer - Dodoma Municipality........................................................................................................ 119
Appendix 4: Questionnaire for Teachers.............................................................. 121
Appendix 5: Permission Letter from the University of Dodoma ...................... 126
Appendix 6: Permission Letter from Dodoma Municipal Council .................... 127
**LIST OF ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRWC</td>
<td>The African Charter on the Rights and Welfare of the Child</td>
</tr>
<tr>
<td>COBET</td>
<td>Complementary Basic Education in Tanzania</td>
</tr>
<tr>
<td>DAS</td>
<td>District Administrative Secretary</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>ETP</td>
<td>Education Training Policy</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immune Virus/Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>IDB</td>
<td>Islamic Development Bank</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOHSS</td>
<td>Ministry of Health and Social Science</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>OVCs</td>
<td>Orphan and Vulnerable Children's</td>
</tr>
<tr>
<td>PEDP</td>
<td>Primary Education Development programs</td>
</tr>
<tr>
<td>RAS</td>
<td>Regional Administrative Secretary</td>
</tr>
<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>TALIS</td>
<td>Teaching and Learning International Survey</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>United Nations Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund is a United Nations</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>VC</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
CHAPTER ONE
GENERAL INTRODUCTION

1.1 Introduction
This chapter describes briefly the background of the study, statement of the problem, and significance of the study. Furthermore, it identifies objectives of the study, research questions, scope and delimitation of the study, the chapter is culminated by operational definitions of key terms used in the study.

1.2 Background to the Study
Education has been regarded as a fundamental human right and catalyst for human development (Okumu, Nakajjo, and Isoke, 2012). Apart from making people become more civilized and well disciplined in the society, education is responsible for an individual, society or nation changes in terms of social revolution, economic, political and technical (Yahya, 2012). Education shapes peoples’ way of living and thinking on the various life challenges include disease, poverty and hunger (Adekola, 2012). This implies that, education is very crucial aspect for all persons and community development.

Ever since the United Nations Declaration of Universal Human Rights in 1948, there have been innumerable policy statements aiming to substantially improve basic education system for all children in the world (Stanhley, 2012). The concept of education for all also termed as universal education can be understood as the capacity within a network of primary schools to enroll all school-age children for a stipulated period of time without any barriers like family economic or social status (Pillay, 2014).
Similarly, in order to make sure that the child right to education is achieved, other conventions such as the Convention on Rights of the Children (2000) and African Charter on the Rights and Welfare of the Child (1990) were introduced (Fleming, 2015). For example, article 28 of the United Nations Convention on Rights of the Child, states that, all state parties shall recognize the right of the child to education (UNESCO, 1989). This means that every child has to access education regardless his/her ethnicity, disability or economic status. Article 11 of the African Charter on the Rights and Welfare of the Child, also states that every child has the right to education. Therefore, all sections of the community and government should observe and take measures on disadvantaged children like orphans and vulnerable children (OVC) (WHO, 1990).

Furthermore, Education for All (EFA) was introduced in 1990 by the international conference held in Jomtie-Thailand and later revised in 2000 in Dakar Senegal. According to Miles and Singal (2010), the EFA targets were on improving childhood care education, enrollment to basic education and retention, ensuring that by 2015 all children have access to and complete free and compulsory education, provision of quality basic education and eliminate gender disparities in primary and secondary education. EFA as a means towards inclusive and equitable society needs to take into account of diversity of learners such as orphans living in vulnerable situations.

Despite all the conventions, declarations and education being rights to all children, not all have access or brief to education. UNESCO (2010), points out that among many groups being marginalized from education access orphans face a big challenge. Some children have become vulnerable either because of the loss of parents, thereby living without adequate support or live outside of the family care all
of which make them marginalized, stigmatized, socially and educationally discriminated (USAID, 2009). Thus, orphans present a social segment that if not well given an attention their current and future life in the society becomes uncertain.

Orphan includes all children under the age of eighteen who are maternal, paternal or double orphans. Particularly, UNICEF provides that the vast majority of children are single orphans, maternal or paternal (2008). In Tanzania an orphan is similarly defined under the two variables of age and parental loss; a child under the age of eighteen with at least one deceased parent is considered an orphan.

Vulnerability does not include such concrete indicators as age and parental loss. Instead, “vulnerable children are those who belong to high-risk groups who lack access to basic social amenities or facilities (UNICEF 2002). Further, UNICEF reports that the main sources of vulnerability include HIV/AIDS and civil conflicts. With this contention it is better to note that not all orphan children are vulnerable. Some of the children may be orphans but not vulnerable and therefore vulnerable orphans are all children under the age of eighteen who are maternal, paternal or double orphans who are abused, neglected or at risk of neglect, hunger or homeless (MOHSS and UNICEF 1998). Because of vulnerability most of vulnerable orphans are taken care by foster parents who may be single parent left, grandfather/mother and other siblings or volunteering individuals who most have them face difficulties in sustaining their social and academic needs (Ladan, 2006).

UNAIDS (2004) reported, that the world is witnessing unprecedented upheavals manifested through HIV/AIDS, civil conflicts and natural calamity at varying level. As a result many people have lost their lives, being wounded and therefore leaving
thousands of helpless dependants. Specifically, children have become vulnerable to social and economic hardships due to loss of parents, illness in the home, displacement and often involuntary neglect. UNICEF (2016), reveals that worldwide there is 171 million orphans who are either paternal or maternal orphan. Furthermore, UNICEF (2011) reports that 17,900,000 orphans have lost both parents and they are living in orphanages or streets and lack different social services such as education and health services. Therefore, they are at risk from diseases, malnutrition, and death.

The challenge of vulnerable orphans is globally alarming especially in the access to education and their academic achievements have also been threatened by the increasing poverty, over stretched extended families and insufficient mechanisms to provide quality education for all (UNICEF, 2013). This implies that, if this group is not proactively supported may lead to an escalated poverty, social unrest and related challenges.

In Latin America such as Brazil and Mexico orphans are not receiving high quality education compared to other children and those receiving education are facing many challenges that results to insufficient academic achievements (IDB, 2015; TALIS, 2013). It is estimated that one out of five orphans is out of school and employed in urban areas to either support themselves or their siblings to attend school (World Bank, 2016). They drop out of school due to poverty, lack of food and school related materials (World Fund, 2016). Hence paid labor becomes ones of their coping strategies to meet some of the basic and school needs.
Similarly, despite Chinese government being guided by International laws and conventions like Convention on the Rights of the Child, the OVC are still being discriminated to the right to education (Yang, 2005). Specifically, vulnerable orphans are compelled to drop from schools, isolate themselves from their fellow, use self-discrimination which is most practiced by younger children who always sit alone and cry a lot, lacking of important school materials and escalated poor performance in schools (Chan, 2005). In India where the orphans face different educational challenges mainly poverty as reflected by lack of food, poor household, some situation was noted in poor household income and school dropout whereby two children out of five drop out in primary school (Eloff, 2014; Taylor, 2008). Given such situation the orphans and vulnerable children respond by adopting different strategies to cope and adjust with educational and other related demands despite of the difficulties they are facing.

Vulnerable children especially orphans also is a problem of concern in Africa which is the poorest region in the world (Pillay, 2014). The experiences show that traditionally vulnerable children particularly orphan have been cared by the aged grandparents, their brothers and sisters whom sometimes are also children and the extended family (Baxen, 2014). However, the elderly people fail to meet adequately the educational and personal needs of the orphans leading to low academic achievements of orphans. Mermin (2015) argues that despite of many children being enrolled in schools following the abolition of school fees in primary schools in most Sub Saharan Africa countries, still the children from poor family and orphans fail to adjust to education due to failure to meet educational needs such as uniform, exercise books, adequate and quality food and shelter (Williamson, 2015). Even
some of those who attending school have to undergo different coping mechanisms, such as attending to daily pay labor and begging to subsidize the educational material needed.

Besides the initiatives taken by different governments in Africa, the problem of orphans and other vulnerable children in primary education still exist. Countries in Africa apart from ratifying conventions, policies and guidelines such as the UN Convention on the Rights of the child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC) and the SADC, Maseru Declaration on Pandemic disease each country has been taking serious step to help orphans and other vulnerable children attend school. Despite of all these initiatives, studies have shown that, disparities were found on how the orphans adjust in school educational environment compared to non-orphans in terms of access, completion, and academic performance all these affecting their academic achievements (Chikoyo, 2016). This suggests that majority of vulnerable orphans have been seriously unable to effectively participate in schooling, particularly in primary schools, due to their social, economic and psychology marginalization.

Mathias (2013) argued that most orphans in South Africa face educational challenges like poverty, limited access to education services, drop out, poor performance, sexual and emotional abuse, violence and substance abuse within communities. Likewise in Namibia orphans were estimated to be 180,000 by 2010 (Namibia Education Policy for OVC, 2012) and are still threatened by poverty, extended family and insufficient mechanisms to ensure quality education (Mbumba, 2013). Despite of all these challenges Fleming (2015) reports that some of the orphans attending school do respond to the situation through selling of labor and
selling family properties. Some of the orphans adopt on herding livestock, cheap labor and spend time to produce food for their families. Thus, the vulnerable orphans become at risk to get quality education and failure in reaching their academic plans.

In Uganda OVC particularly vulnerable orphans have been found not to perform well in primary schools due to stress, hunger, conflicts, social inequalities, stigmatization and anxiety (Simona, 2013). Some of the vulnerable orphans have generally adjusted to the situation through dropping from school, selling vegetables and wild fruits in stress and herding livestock so as to raise family income (Bryant, 2012). Likewise, vulnerable orphans in Kenya faces discrimination, lack of guidance, uniforms, general stationery all of which affect their academic achievements (Kimanga, 2014). Because of this situation Pillay (2016), reported that some of the orphans have opted selling vegetables and eggs in streets and different social gatherings such as bus stations, provision of agricultural labor and use of spiritual approach in order to earn their academic needs. This situation suggests that orphans in Africa are not adequately catered for by government programs to enable them attain sufficient and quality education compared to non-orphans.

The situation of OVCs particularly the orphans is also highly pronounced in Tanzania. According to the Tanzania’s National Strategy on Inclusive Education (2018-2022) the schools must become more responsible to the needs of learners and teachers so as to enable all vulnerable learners to develop access to quality education. Despite the emphases on inclusive education in Tanzania, there are many children from poor family in primary schools who fail to meet the various costs of their education. UNICEF (2016) pointed out that, the major reasons for persistence of the problem of children from poor family is the lack of access to schooling, even
when school fees are abolished, money must still be found to pay for things like uniforms and books. This lead to some children to either fail to attend to school or drop from school before completing standard seven as compulsory basic education.

The study by (Terway et al 2015) reveals that Tanzania is experiencing a big number of out of school orphans in rural and urban areas. Furthermore, it reported that orphans in the primary school age group (7-14 years), more single and double orphans are out of school than non-orphans, though the difference is not statistically significant compared to secondary school age (14-18) orphans. For instance, in (2014) the out-of-school rate was high for secondary school age children in general, in which 55 percent of single orphans were out of school compared with a significantly lower percentage of non-orphans (45 percent) in rural areas.

In urban areas, within the secondary school age population, single orphans were approximately one and half times more likely to be out of school than non-orphans, and double orphans were almost twice as likely to be out of school as non-orphans. Thus, orphan hood appears to be a determinant of lower school attendance for older children, though not for younger children. Due to the abolition of school fees at the primary level, it may be that all primary-aged children gain access to schooling, while older orphans have a more difficult time than non-orphans in paying fees for secondary school or have other opportunity costs like earning a living.

In 2001, Tanzania responded to an international call of making basic education free by implementing Primary Education Development Program (PEDP, 2001). This aimed at improving quality and equity in primary education which was made mandatory until age of 15 years from 13 of 1978 and improve retention in the seven years primary education (Sabates, Westbrook, and Hernandez-Fernandez, 2012).
PEDP eliminated school fees in efforts to encourage attendance. Despite of all the efforts under PEDP Dennis and Stanhley (2012) notifies that, 15-20% of students did not attend school, due to costs like household expenditures, books, uniform, and demand for labor market, the same challenges that are faced by vulnerable orphans.

Kayombo (2011) notifies that, in 2010, Tanzania won the United Nations award (MDGs Award) for its impressive progress towards attaining Universal Primary Education (UPE) five years ahead of the 2015 deadline set under the MDGs agreement. Despite of the awards there were some shortfalls in the implementation of EFA policy, like ensuring comprehensive early childhood care and education, lack of learning programs of vulnerable population, little provision of life skills and management education. The challenges lead to orphans from poor families (vulnerable situations) fails to reach their academic potentials.

Additionally, despite the fact that Tanzania has been working with International agencies and NGOs to eliminate illiteracy and improve livelihoods for all Tanzanians (Koda, 2015), a noticeable impact on both the quality and quantity of education for children from poor family has not been evaluated. Some children have confirmed to be marginalized from education through economic hardship, social exclusion and psychological inferiority. These hardships together raises questions as to how the vulnerable orphans in Tanzania cope and adjust themselves well for their academic achievement. Hence the need of investigating the coping strategies adopted by those in school life deemed necessary.
1.3 Statement of the Problem

Globally there are about 171 million orphans who are living in Sub Saharan Africa (UNICEF, 2013 and Pillay, 2014). Tanzania has witnessed an alarming increase in the number of children identified as vulnerable orphans whereby about 1,200,000 having lost one or both parents (UNICEF, 2013) facing some sort of challenges including but not limited to education access (World Education, 2006). The study by Terway, Dooley and Smiley (2016) reveals that about 55% of single and double orphans are out of school and those in school are facing hardships to attain their academic achievements.

Despite that Tanzania is experiencing a big number of orphans being out of school, the government and non-government organizations have taken some initiatives to curb the situation which includes the construction of new community schools, the abolition of school fees in 2002, and the establishment of programs such as National Inclusive Strategy (2009 – 2017), Complementary Basic Education in Tanzania (COBET) in 1999 and free education reflected in Education and Training Policy (ETP 2014), seeking to improve the livelihood and access to education demands to vulnerable children in general (Chitiyo, and Changara, 2008, Linsk et al., 2010; Mamdani, et al. 2009). However, experience from several studies (Alpha 2014, Sifuna 2007 and Galabawa 2001) show that the issue of education access to vulnerable orphans in Tanzania remains a major challenge as the number of such orphans is progressively growing with limited opportunities to education services. Despite that, there seem to be limited studies on the coping strategies adopted by orphans, studies done focused much on the situation, challenges and difficulties
facing the foster parents in helping vulnerable children in accessing their educational needs in general as a result orphans were not given adequate attention.

If much effort will not be done in ensuring proper coping strategies adopted by vulnerable orphans, there is a greater possibility of vulnerable orphan’s failure to attain quality education. This situation may result in serious negative social, economic and technological impacts to the children, community and nation as whole by leaving the orphans in difficult and unproductive life. Consequently, the nation’s vision 2025 to become a country with medium income and industrialization might become difficult to attain. Therefore, the current study sought to investigate the coping strategies adopted by orphans in enhancing their academic achievement.

1.4 Objectives of the Study

1.4.1 General Objectives

To assess the coping strategies adopted by orphans in enhancing their academic achievement in Tanzania primary schools.

1.4.2 Specific Objectives

i. To investigate the challenges facing orphans in enhancing their academic achievements in primary schools.

ii. To examine the strategies adopted by orphans in enhancing their academic achievements in primary schools.

iii. To examine the efficient support mechanism that can help orphans in enhancing their academic achievements in primary schools.
1.5 Research Questions

i. What are the challenges facing orphans in enhancing their academic achievements in primary schools?

ii. What are the strategies adopted by orphans in enhancing their academic achievements in primary schools?

iii. What are sufficient support mechanisms that can help orphans in enhancing their academic achievements in primary schools?

1.6 Significance of the Study

This study is deemed to be significant due to the fact that its findings are expected to help policy makers to consider orphans issues when improving educational policies especially on how to take care of them. The results from this study ought to make the necessary changes in primary schools practices by exposing strategies which will help to retain orphans to school and enjoy their studies without being burdened with social, physiological and psychological constraints.

Furthermore, the study findings would contribute knowledge to stakeholders such as parents, teachers, education officers, politicians, NGOs and other private agencies concerning coping strategies used by orphans in primary schools. Hence the knowledge is useful to practitioners seeking to improve the orphan’s wellbeing in Tanzania.

Likewise, the findings and suggestions derived from this study will assist schools, policy makers, family, government, NGOs and all stakeholders to make evidence-based decisions, about how best to direct support and program activities for orphan and vulnerable children in primary school. Further, the study findings will
strengthen the existing programs which are designed to provide care and support in order to increase the well-being of vulnerable children; and encourage the effort of the government and education stakeholders to support and encourage orphans learning and wellbeing.

1.7 Scope and Delimitation of the Study
The study intended to examine the coping strategies among orphans in enhancing their academic achievements in Dodoma municipality. Particular interest in the study was orphans from public primary schools in Dodoma municipal. The primary schools studied are geographically spread in the entire Dodoma municipal, reflecting different characteristics of pupils coming from both well- off and poor families.

1.8 Operational Definition of Key Terms

1.8.1 Coping Strategies
Coping strategies are psychological patterns that individuals use to manage thoughts, feelings, and actions encountered during various stages of any problem (Kidney, 2014). In this study coping strategy refers to the efforts or mechanism, that pupils employ to master, tolerate, reduce or minimize stressful events in mastering their educational endeavors.

1.8.2 Orphan
An orphan is a child under 18 years of age who has lost one or both parents to any cause of death (UNICEF 2012; SADC 2008). In this study an orphan will be regarded as a primary school child below age of 18 who has lost one or both parents for any cause of death may be accident, disease and other causes of that nature but still in primary education.
1.8.3 Vulnerable Children

**Vulnerability** is the probability or likelihood, that an individual or household will experience a decline in well being below a socially defined minimum (URT 2004). In this study **vulnerable children** are children who are falling under 18 years of ages, regardless of the cause suffering or are likely to suffer from any form of abuse or deprivation and is therefore in need of protection (Gloria, 2012). They include the children heading their own households because of death of both parents due to AIDS or any other cause.

1.8.4 Primary Education

Primary Education is the education provided from Standard I-VII, which is ‘free, universal and compulsory’ for all children aged 7-13 years (ETP 1995). Primary Education is the fundamental to the strengthening of higher levels of education, laying strong foundations in scientific and technological literacy and capacity, and thus means to self-reliant personal and national development (ETP 2014). In this study Primary Education refers to elementary school which is usually composed of grade one to seven in Tanzania as defined by Education and Training policy of Tanzania.

1.8.5 Inclusive Education

Inclusive Education is a system of education in which all children, youths and adults are enrolled; actively participate in regular schools and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources (Stubbs, 2008). In this study inclusive education
1.8.6 Academic Achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steve, 2000). As per this study academic achievement involves the accomplishment of primary academic requirements including academic performance, completion of standard seven as well as attainment of all academic requirements measured over long period of time.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on the education coping strategies adopted by orphans in enhancing their academic achievements in primary schools. It covers the theoretical framework and literature review related to this study. It also presents conceptual framework and existing gap between previous and the recent researches.

2.2 Theoretical Framework

This study was guided by Eurie Bronfenberner’s Bio-ecological System Theory (1979) as presented to investigate the educational coping strategies adopted among orphans.

2.2.1 Bio-Ecological System Theory

The theory hold that the ecology of human development is the scientific study of the progressive, mutual accommodation throughout the life course between an active, growing human being and the changing properties of the immediate settings in which the developing person lives. According to Paquette and Ryan, (2001), the theory focuses on quality and context of the child’s surroundings by maintaining that, the child development involves the interaction with the environment which is complex in nature.

According to Bronfenbrenner (1995), Child development and socialization are influenced by the different circles of the environment with which a child is in active inter-relation. This includes three significant assumptions: First, child is an active player, exerting influence on his/her environment. Second, environment is
compelling child to adapt to its conditions and restrictions. Third, environment is understood to consist of different size entities that are placed one inside another, of their reciprocal relationships of micro-, meso-, exo-, macro-, and chronosystem as shown in figure 2.1 (Donald, et al. 2010).

**Figure 2.1: Bronfenbrenner’s levels or layers of systems with regard to the Orphans ecological encounters and learning.**

![Bronfenbrenner’s levels or layers of systems](image-url)

**Source:** Adapted from Donald, Lazarus and Lolwana, (2010)

**Microsystem**

Microsystem is the innermost circle of the ecological theory, that it includes close individuals and experiences which directly influence the child development (Bronfenbrenner, 1995). According to this theory the micro system of the orphans include parents, family members, and the surrounding community who directly affect child accessibility to primary education. If an orphan family is poor and lack support from other people in the community there is possibility of not getting basic
needs and support to effectively attend school and achieve academic plans. Furthermore, hardship and limited support from the people close to the child will make them to find out coping strategies to meet the basic need. This implies that the theory helped the researcher how the social and economic situation of the people close to orphans influence their adaptation to school.

**Mesosystem**

The mesosystem, simply comprises of the linkages between orphans and each structure within the microsystem (Bronfenbrenner, 1995). The mesosystem involves bidirectional influences between various structures. For instance, the mesosystem of orphans can be seen in the interactions and dynamics between two of its microsystems, orphans and parents. Parental expectations regarding the academic and extra-curricular success of their children can often create a dynamic that directly and indirectly impacts accessibility of education to orphans.

**Exosystem**

The exosystem represents the larger social system, and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. The exosystem thus exerts un-directional influence that directly or indirectly impacts the developing person. The exosystem of orphans would stand as support mechanism from government and non-government organizations which include abolishment of school fees, subsidization of school related costs, income generating schemes, community and home based responses. The theory guided the study on exploring how the education system in Tanzania absorbs the needs of the orphans.
**Macrosystem**

The macrosystem can be thought as the “social blueprint” of a given culture, subculture, or broad social context and consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs, and resources embedded therein. That is child development depend on the influence of the wider cultural influences. The theory therefore guided the researcher to explore how the cultural norms and values of the society such as gender roles, child roles, and production and belief system support or affect the orphans’ academic achievement.

**Chronosystem**

The chronosystem represents a time based dimension that influences the operation of all levels of the ecological systems. The chronosystem can refer, to both short and long-term time dimensions of the individual over the course of a lifespan, as well as the socio-historical time dimension of the macrosystem in which the individual lives. That is child development should be mirrored through the social-historical dimensions of the society surrounding him/her. This theory guided the study to critically organize and predict the future life dimension of the orphans based on the ongoing social, political and economic development of society.

In summary the tenets of Bronfenberner’s Bio-ecological system theory provided a clear lens through which the study investigated deeply on the understanding on how orphans in Dodoma municipality use different strategies to access and adjust maximally with primary education.
2.3 Overview on Orphan and other Vulnerable Children (OVC)

An orphan is defined by the United Nations as a child who has lost one or both parents. Worldwide, it is estimated that 17.8 million children under 18 have been orphaned by AIDS and that still this is expected to rise to 30 million by 2020 (AIDS orphan, 2017). In some countries larger populations of orphans have lost their parents because of HIV/AIDS more than any other cause of death. This means that if it was not HIV/AIDS these children would not have been orphaned (UNICEF 2016).

Most of the children orphaned by AIDS who live outside Africa live in Asia where the total number of children orphaned by HIV/AIDS exceeds 1.1 million (UNICEF, 2013). However, there is insufficient information available to provide figures for the number orphaned by AIDS in Asian countries (Jo. Stein, 2003). Nagasha et al (2012) did a study on the burden of orphans and vulnerable children due to HIV/AIDS in Cameroon. In their study they revealed that in Cameroon out of 1,200,000 orphans and vulnerable children in 2010, 300,000 (25%) were AIDS orphans. They further, showed that orphans and the number of children orphaned by HIV/AIDS are increasing annually from 13,000 in 1995 to 304,000 in 2010 and estimated to rise to 350,000 by 2020. They also found that there is an estimation of 141 new infections per day. The study also revealed that most of them (62%) were facing social challenges particularly health and education services. With this reason the Ministry of Social affairs and other development organizations, the Ministry of Public Health are striving hard to provide for educational and medical needs of the orphans, vocational training for out of school orphans and income generation activities for orphans fostering their youngsters.
According to Phiri and Webb (2002), orphans in sub-Saharan Africa often experience many negative changes in their lives and start to suffer neglect including emotional neglect long before they are orphaned. Thy further, argued that orphans suffer the death of their parents which result to emotional trauma and therefore, have to adjust to the new situation with little or no support and they suffer exploitation, neglect, abuse and missing necessary needs such as health and education. For instance, Phiri and Webb (2002) revealed that about 38% of the orphans in Sub-Saharan Africa were out of school while 41% of the orphans who were at school lacked educational, materials such as school uniforms, books and other related materials to support their academic achievement.

Another study conducted in Uganda by Atwine et al (2005) on children with psychological distress especially in rural areas found high levels of psychological distress to children who had been orphaned by HIV/AIDS. Children were found with anxiety, depression and anger compared to others. The interview with these children revealed that they were stressed because of the hardship they experience from school needs and life. More seriously, 50% of the children orphaned by HIV/AIDS affirmed that they wish they have died compared to 3% of the children interviewed.

The report by UNICEF (2016) reveals that in Tanzania children who have lost one or two parents due to HIV/AIDS is estimated to 1,200,000. The number of children orphaned due to HIV/AIDS as well as other causes is relatively higher to an approximation of 2,600,000 children (UNICEF 2013). About 18% of all children are considered vulnerable as identified by the National Coasted Plan of Action for most Vulnerable Children (Tanzania HIV/AIDS and Malaria Indicator Survey 2007-
It was further revealed that such children are suffering from lacking social services and therefore need quick measures to rescue the situation.

RAAAP (2004), children who are orphaned or made vulnerable by HIV/AIDS in Tanzania face a range of challenges, including stigma and discrimination, abuse, poverty, illness, and depression. It was also reported that 3% of children under age 18 have a parent who is very sick from HIV/AIDS, 1% live in a household where at least one adult is very sick and one died during the 12 months, and 7% live in a household in which at least one adult (a parent or other household member) is very sick. Further, the report revealed that 40% of all children under the age 18 are living in households at or below the national poverty line. This implies that, most of these children leaving at or below the national poverty line are likely to face educational challenges which may result in failure in their academic achievements.

Another study conducted in Tanzania by (Monasch and Boerma, 2004) on the challenges facing orphans after losing their parents revealed that a loss of parents have serious consequences for orphans’ access to basic requirements such as education access, food, shelter, clothing, and health care. Further, the study revealed that more orphans than non-orphans live in large, female-headed households where more people are dependent on fewer income earners. This study is supported by Salaam et al. (2005) which revealed that most orphans living in difficult economic conditions in Tanzania put extra pressure on them to contribute financially to the household, in some cases driving them to the streets, work, beg or seek food in streets which affect their school attendance and academic achievement.
2.4 Orphans and Access to Education

Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child (Committee on the Rights of the Child 1989), a child who has access to quality primary schooling has a better chance in life, a child who knows how to read, write and do basic arithmetic has a solid foundation for continued learning throughout life, education is also critically important to children’s social integration and psychosocial well-being, school attendance helps children affected by trauma to regain a sense of normalcy and to recover from the psychosocial impacts of their experiences and disrupted lives, as well as benefiting individuals, education benefits whole nations as a major instrument for social and economic development. Particularly at the basic level (primary and secondary), it is a major contributor to the reduction of poverty. Education increases labour productivity, improves health, and enables people to participate fully in the economy and the development of their societies. In the world today, children and societies who lack access to quality education are disadvantaged in terms of income, health and opportunity.

Empirical literatures by many organizations show many barriers to orphans access to education (UNICEF, 2004; 2009, 2010; URT 2008 and World Bank, 2006). The importance of education for orphans has been put forward almost all governments around the world through different commitments to the Millennium Development Goals of Education for All (EFA) (World Bank, 2002). For instance the two first goals of the Dakar Framework for Action for Education for All refer directly to the education for orphans and vulnerable children: (i) Expanding and improving education, especially for the most disadvantaged children. (ii) Ensuring that by
2015, all children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality (World Bank, 2002).

Further, in June 2001, almost all nations adopted the United Nations General Assembly special Session on HIV/AIDS Declaration, binding themselves to the development by (2003) and implementation (by 2005) of national policies and methods that ensure the enrolment in school of orphans, girls and boys infected and affected by HIV/AIDS on equal basis with other children (UNICEF, 2003).

Many countries, including Tanzania, there are laws that regulate the education sector decisions in specifying, for example, the ages at which children must enroll school, admission procedures, provision of free and compulsory education, and directions for children with special education needs and so on (USAID 2004). Yet there are thousands of school-age children who are not in school. Most of them are orphans (Mahenge 2013) because of facing many challenges including social, economic and educational.

(i) Lack of School Needs

Lack of school needs has been referred to as a major challenge in many countries whereby larger number of orphans lack school needs like uniforms, stationary, cost of textbook and other levies which rise during study progress. Due to failure of meeting school needs most of orphans drop out of school, some of them engage in risk employment things which are contrary from other children in school. For example the case study by Shang, (2007) in southern China where the government and families share the cost of compulsory education through ninth grade families, it
was revealed that families spend upwards of 6400 Yuan equal to $940 USD to get one child far. In order to complete twelfth grades it was revealed that a total of 12,400 Yuan equal to $1,765 USD is required. This cost is expensive even for an average family and most expensive for foster families resulting to a high risk of orphans drop out from school.

Furthermore, the report by Human Rights watch (2004) in Kenya revealed that most of the orphaned fail to pay school fees resulting in most of them being turned away from school. Apart form of payment of school fees it was also noted that orphans face difficulties in affording different needs such as uniform, stationary and other related materials which cause many orphans to drop out of school as compared to number of non-orphan in school and therefore hampering their academic achievement. This implies that many orphans may fail to access their education because of lacking necessary educational needs, and therefore raised a need to see the mechanism adopted by those attending school for better improvement.

(ii) Lack of concentration among orphans in Education

Lack of concentration among OVC particularly orphan in access of primary education is another challenge cited with negative influence orphan education. Due to loos of parents most of orphan lack concentrations which result from low care from guardians as compare to children who are under parental care (Mishra and Bignami-Van Assche, 2008).

The study by Mwoma and Pillay, (2015) in USA on the education situation of orphans noted that guardians often give less support to orphans in relation to work and needs required at school. In this study Mwoma and Pillay, (20015) revealed that
learners from child headed households lack support and mostly have negative experiences in their homes characterized by poor concentration in school because they are supposed to search for income in order to earn living. This fosters them to engage in income generating activities in order to support family needs. From these reason orphans spend much time in doing other issues apart from school and therefore their concentration in school become minimal. Further, in their study revealed that in most cases orphans are engulfed with sadness, depression and angry, which negatively affect their concentration in studies which result to poor academic achievements.

(iii) Shortage of Food and Poverty

Another challenge facing orphan in access to primary education includes shortage of food and poverty. UNICEF (2011) reports that many orphans are affected by poverty reflected from the families they are living. With this reason they find difficult to access food because of lacking money to buy it. Therefore, they spend much time searching for money to buy food which adversely affect their attendance at school as well their academic performance.

Likewise, Human Rights watch (2004) report to developing countries shows that around 171 million children particularly orphans stunt by shortage of food which affect their access of primary education. Also World Fund, (2016) report on Latin America observed the difference in drop rate between orphans and non-orphans in which the result show that orphans drop rate drop out from school is very high due to shortage of food and poverty which is unlike to drop out rate to non-orphan pupils who get food and other needs from their parents. For example in Brazil and Mexico orphan face poverty and shortage of food, its estimated that one out of five orphans
is out of school and occupied in pay labor in urban to either support themselves or their sibling to attend school (World Bank, 2016). Therefore, those children (orphans) being occupied in pay labour fail to access school and those being helped their siblings achieve less compared to those taken care by their parents ultimately affecting their academic achievements.

(iv) Inadequate and Discriminatory Care for Orphans

Due to loss of parents with either single parent or both its believed that orphans face inadequate and sometime obtain discriminatory care. Oleke (2007) conducted a survey study in Uganda on children living with their siblings and revealed that a large percent of orphan is mostly manifested through relative heavy workloads, inadequate feeding, clothing, shelter and limited joy compared to other children in some households. These findings are supported by the Report from Global Partnership for Education’s (2016) which reveal that in the world’s 93 million orphan face inadequate and sometime obtains discriminatory care.

Ntonzi and Gapere (1995) did a study in Uganda on orphans living in extended families. The findings of the study revealed that the existence of the extended family system have negative impacts especially for orphan living within. It was revealed that orphans are discriminated on care through workloads, inadequate feeding, clothing and sometime shelter hence orphan experience difficultness in accessing primary education.

In summary, the challenges observed from various literatures which involve lack of school needs, lack of concentration among orphans in education, shortage of food and poverty, inadequate and discriminatory care for orphans noted from different
countries are the sound evidences that orphans face difficulties in achieving their academic needs. With these challenges it was necessary to conduct a research to see the challenges, strategies that are adopted by the orphans in school, assess their efficacy and if possible suggest concrete recommendations on coping strategies to be adopted by orphans. This could help the government and the community at large help orphans adjust maximally in education and achieve success academically.

2.4.1 Copping Strategies Adopted by Orphans in Education

Orphans are entitled to education like other children in the society. However given several challenges they face, some develop different educational coping mechanism to help them meet their needs, others help to adjust or access to primary education. The following are coping strategies which are observed and applied by different countries as extracted from empirical review are as follows:

i). Engagement in Different Economic Activities

Rurevo and Bourdillion, (2003) argue that common strategy used by orphan in access or adjust to primary education involve engagements in different economic activities. In their study they revealed that among the economic activities done by orphans in order to earn their living and school needs include selling vegetable, selling fruits and drinks, washing or looking after cars, mounding and selling bricks, roasting and selling mice, recycling plastic bottles and other activities. The findings by Rurevo and Bourdillion, (2003) are supported by UNICEF, (2003) which reports that most of orphans in Sub-Saharan countries engage in economic activities such as watering the gardens and selling different things such as sweets and groundnuts in streets in order to access or adjust to primary education.
Furthermore, a phenomenological study by Mamdani, Rajani, Leach, Tumbo-Masabo, and Omondi, (2009) in Sub Sahara countries on economic activities by orphans revealed that orphans often mold bricks and sell them, as well as sell vegetables and fruit to get money for food or exchange them for basic need like treatments at the local clinic if they are sick.

Likewise, Wild, (2001) observed that a wide range of strategies to help secure basic needs of orphans include working in other people’s fields, herding others’ cattle, washing cars, roasting and selling mice. They further revealed that orphans are carrying out these activities in order to secure the basic minimum needs of children and their siblings and in many cases their access to primary education depend on these activities.

The results by Mamdani et al (2009) and Wild, (2001) cannot be concluded to Tanzania context, therefore a study to investigate in the coping strategies orphans in Tanzania was necessary in order to ascertain the reality of the coping strategies orphans adopt in Tanzania.

ii) Leaving from School Early

Another strategy reported to be used by orphans involve leaving from school early than the required school hours in order to access or adjust to primary education needs in different countries (UNICEF, 2003). The report by UNICEF (2003) in Latin America countries revealed that most orphans leave school early different from school hours in order to look for other activities which help to get income for survival and access or adjust to primary education needs. Another study by Goba, (2011) on “Care and support of orphaned and vulnerable children at school in South
Africa” observed that leaving school early has increasingly been documented as a strategy adopted in order to relieve difficulties at orphans’ home. Leaving school earlier than the normal school hours in any way may have negative impacts in orphans’ academic achievements as they are missing some of the important school activities be curriculum based or extra curriculum based. Therefore, it was better to investigate whether the situation is also evident in Tanzania in order to improve the situation of orphans’ education.

iii) Seek Help from Relatives

Another strategy used by Orphans in accessing or adjusting to primary education is seeking help from relatives. Studies done from different countries observed that orphans seek help from relatives in order to meet school needs like uniform, learning equipment’s and other contribution which would be needed in school (Fleming, 2015). Furthermore, the studies by Mann, (2002), and FHI,( 2003) on the strategies adopted by orphans in Nigeria observed that strong strategy which is adopted by orphans is accessing primary education were more subtle, such as doing whatever they could do to ‘please’ relatives who would take care of them and helping them in accessing educational needs.

Another study done by Adekola, (2012) in Nigeria also revealed the same results as Mann, (2002), in which he observed that orphans obtaining help by their extended family members feel significantly better off than other children with no such support in accessing primary education. Therefore, most orphans receive help from their family members. Moreover, Chitiyo, Changara, and Chitiyo, (2008) did a study in Zimbabwe and concluded that orphans often visit relatives as means of obtaining some necessary needs in school like pen, school uniform and other school learning
equipment needs. Therefore, the researcher used this factor in order to determine whether it’s applicable in the context of Tanzania.

In summary, the coping strategies adopted by orphans in accessing or adjusting to primary education vary according to economic status of orphans and area where orphans are living. For instance most of the urban orphans involve themselves in business and most of them are employed as cheap labor. This is contrary to rural orphans who depend mostly in agriculture activities and seeking help from relatives in larger context. Despite that several strategies adopted by orphans in coping with different challenges they face in achieving their academic plans, the result cannot be generalized in Tanzania. Therefore, a study specifically focusing in Tanzania was necessary to prove the situation on its context.

2.4.2 Support Mechanisms for Orphans
According to Reupert and Maybery (2013), stakeholders have significant role to play in the academic development of all pupils. Different nations have adopted several support mechanism to help orphans access and adjust to primary education well for their academic achievement as follows;

(i) Abolition of School Fees
Among the support mechanism adopted by many countries in Africa include abolition of school fees for compulsory education (Pillay, 2016). Further, Pillar (2016) argues that for many countries attainment of Education for all goals decided to adopt abolition of school fees as a general intervention for all children including orphan. Supporting this idea Oloke (2007), in Nigeria investigated on the initiatives done by the government in supporting the education of vulnerable children. In this
study the findings revealed that abolition of school fees in primary education was a great initiative adopted by Nigerian government to serve children from poor families accessing education. The study further revealed that abolish of school fees help to increase enrolments in school especially to children that would face difficult in accessing primary education.

Furthermore, different countries such as Uganda adopted Universal Primary Education (UPE) policy abolishing the payment of fees for the first four children in a family which increased enrolments of children from poor family and orphans within a year as compared to children from middle and high income (Tumushabe, Barasa, Muhanguzi and Otim-Nape, 1999). Likewise, Malawi also abolished fees as a means of improving academic achievement of all pupils and experienced a rise in enrolment specifically children from poor family and orphans (Kadzamira, Chibwana, Chatsika, and Khozi, 1999). Supporting the idea the study by (Pillay 2014) on the effects of abolition of school fees in Indonesia, and Kenya revealed that, enrolment increased for about 40% substantially following abolition of primary school fees for all children of which most of the enrolled pupils included children from vulnerable conditions (Pillay, 2014).

Therefore, abolition of tuition fees stands as a super support mechanism which helps most of children from poor family and orphans in access and adjustment to primary education in various countries and therefore reaching their academic plans.

(ii) Subsidization of School Related Costs

Adato, Coady, and Ruel, (2000) argue that one of the most common supportive mechanisms used by government and NGOs to overcome or reduce challenges
facing orphanage children from poor family in accessing primary education is to reduce or eliminate some of school costs. The reduction interventions help orphanage children from poor family to cover the costs of books, stationery, and school clothing (uniform and shoes). They further argued that the best means is to send directly the needed materials to orphans and children from poor family, or to send direct to school. The materials to be sent include textbooks, uniforms, pens and other related materials. Apart from providing free materials to orphans, Adato, Coady, and Ruel, (2000) suggested that materials should also be made available through textbook rentals, or sold at subsidized rates.

Globally there various countries which have been subsidizing school related costs in order to help orphanage children from poor family to access or adjust to primary education. For instance in Brazil, it was observed that school attendance of children from poor family increased when the *BolsaEscola* program was introduced. The program aimed at providing cash grants to poor families with children aged 7 to 14 who access primary school (Guilherme, Nadeem, and Gustafsson, 2000). In Latin American countries, some local authorities provide school subsidies and fund for the education of children from poor family and orphans (Subbarao, Mattimore, and Plangemann, 2001).

**(iii) Establishment of Community Schools**

Another supportive mechanism that has been used to improve access and adjustment of orphan to primary education is to increase coverage so that schools are available to children living in areas outside the covered by the formal education system (Sumra, and Rajani, 2006). Community schools are established by local community members and sometimes supported by NGOs and churches. These schools do not
charge fees, nor do they require children to wear uniforms, sometimes adjust their timetable to local needs and use volunteer teachers (Ntozi, Ahimbisibwe, Odwe, 1999). Community schools implement the same curriculum used in the public primary schools, though modified. This support is implemented in order to help orphans to access and adjust to primary education in easiest way. The report by World Bank, (2002) revealed that in Zambia, more than 200 community schools have been opened in faraway remote areas where there are no government schools and covered most of orphans. With this reason most of orphans have access to education in Zambia. Despite that this strategy served orphans attending school and adjusting to primary education needs well it was better to study and see whether the programme can serve the same purpose in Tanzania.

(iv) Support to Schools that Admit Orphans

Palmer and Maramba, (2011) conducted a study in America investigating the situation of the schools admitting orphans to the highest level. In their study they revealed that, admitting orphans who are unable to accommodate school costs is always very difficult and very cost full to a school. Due to this reason they reported that schools fail to admit orphans and giving them some required educational needs and therefore they face difficult in access to primary education as compared to non-orphans. In order to overcome the situation the study by Hepburn, (2001) in Zimbabwe reported that in an effort to improve accessibility and adjustment of primary education to orphans government and NGOs need to induce some projects which will attempt to overcome the challenge by donating materials needed by a school on condition that the school admits a certain number of orphans. In his study he revealed the supportive mechanisms adopted by Zimbabwe where by some
school are guided to admit 20% of orphans and it is supported by the government and other NGOs in providing school materials to the admitted orphans such as school uniforms, exercise books, shoes and food. Further, the school receives fund which support in accommodating the needs of orphans when they are at school.

(v) School Feeding Programs

School feeding program is another supportive mechanism which is used by government and NGOs to reduce the cost of primary education to orphans through provision of food. This program is used as incentives but also as a way of improving the nutritional status of orphans attending school (Mwoma and Pillay, 2015). In situations where children in areas of food scarcity and walk for long distances to school and food is not provided, the effect on cognition, short-term memory, verbal fluency, and ability to concentrate is negative (Janke, 2001). This program used with the purpose of reducing the dropout rates, but also as means to increase enrolment and attendance to orphans as means to access or adjust primary education.

For instance school feeding programs have been notified as strategy used as support mechanism provided to orphans in several countries. For example, in Ethiopia a school feeding program operates in areas that are affected by drought and suffering from food insecurity. It is reported that the program has a significant impact to primary education on enrolment, drop-outs, and performance specifically to orphans (Miller, 2003) similar programs exist in Côte D'Ivoire and the northern regions of Ghana. The programs have encouraged parents to send their children to school despite of poverty existence, and they may also result in improving health and performance at school to orphans (Mitchell, Irvine, 2008).
The reviews from foreign studies show that, there are different supportive mechanisms which are used in support of access or adjustment of primary education to orphans. These support mechanisms are provided directly and indirectly, whereby different nations have taken various measures through various policy and program in order to support access and adjustment primary education. Therefore, the researcher intended to account on how these initiatives have helped orphan in access to primary education.

2.4 Review of Local Studies

Tanzania is among the developing countries vested with higher number of orphan’s due to poverty in families and higher death rate of parents contributed to diseases such as HIV/AIDS and Malaria. Other factors that are noted as leading to vulnerability included break up of families, presence of obesity, and loss of skills (Ainsworth, Beegle, and Koda, 2002) consider orphans as biological orphans with an increase in the spread of HIV/AIDS, the number of orphans and other helpless children has also had been increasing drastically in Tanzania.

According to National Bureau Statistics (NBS), (2016) and UNICEF (2016) report in Tanzania, show that 26% of children are from poor households, and are thus deprived of basic needs like health, education and sanitation in what the report refers to as "multidimensional poverty". The report also indicates that 48% of children are from families that do not experience monetary poverty, and yet they experience multidimensional poverty. The third group comprises 3% of children, who are experiencing monetary poverty alone. The three categories combine make up 77% of children who are experiencing either monetary or multidimensional poverty or both hence are vulnerable.
Integrated Labor Force Survey (ILFS, 2009) indicated that 9.2% of orphans aged between 5 and 17 years are engaged in child labor, boys constituted 51.6% and 48.4%. The consequences of child labor are poor progress in school. The report also shows that over 12% of orphans in Zanzibar dropped out of school temporarily and 1% were unable to attend school at all and therefore could not be able to attain their academic achievement (Nam, 2011).

According to the description given by the Tanzanian Ministry of Education and Training and the process observed since the 1995 educational policy amendment, commitment to ensuring fair distribution of resources in education means ensuring that all children have access to an educational facility in their locality or community (Ministry of Education and Vocational Training, 2004). This interpretation is evidenced by the great efforts made so far by the government in partnership with local communities, which together have worked to build schools in many areas of the country.

In order to meet the target of the Millennium development goals the Ministry of Education and Training policy 2014 and National Strategy on Inclusive Education 2009 – 2017 identified two goals which based on most vulnerable children, these goals are: Expanding and Improving Comprehensive Early Childhood Care and Education, especially for the Most Vulnerable and Disadvantaged Children. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality in order to meet the goals the government have taken several intervention and support as discussed below;
As observed from foreign counties Tanzania also has eliminated school fees in order to increase attendance of children attending primary education. But the extra costs of uniforms, supplies and special assessments still be substantial (Human Rights Watch, 2004). Some questions to ask orphan do without uniforms to ease up the stress of meeting school requirement? Are such uniforms a necessity or should government subsidize schools to make it easier for more orphan to attend school? What alternatives should exist to make it easier for orphan dropping out from schools to overcome the barrier?

According to Boyle (2002) the cost of education, both monetary and nonmonetary, continues to be a burden on households and a barrier to education. They argue that the barriers of uniforms as well as indirect costs in accessing education makes households opt not to send their children to school; as a result orphans are the most unlikely to be schooled. Further, it has been that orphaned children find it hard to attend school due to the extra costs of school uniforms, books and stationery, and because they are often left responsible for earning money or caring for younger siblings in some instances.

As observed from foreign reviews that school feeding program is among of support mechanism which exemplified from various countries, the government of Tanzania has also continued to expand the School Feeding Programme in order to promote attendance and retention of pupils in schools particularly vulnerable children. The Ministry of Education and Vocational Training in collaboration with the World Food Programme (WFP) expanded the School Feeding Project from 13 Councils of Bahi, Longido, Iramba, Manyoni, Kondoa, Chamwino, Karatu, Simanjiro, Kiteto, Ngorongoro, Mpwapwa, Singida (R) and Monduli (2000) to 16 Councils in 2011/12
to include Kishapu, Shinyanga and Meatu in the list. The feeding programme has so far reached 600,000 pupils in 1,000 schools in 16 drought-prone and pastoralist Councils located in 5 regions namely Singida, Dodoma, Manyara, and Arusha (Tanzania Ministry of Education and Vocational Training, 2013).

Addition to that, the Tanzania government’s plan is to ensure that, school meals are provided to all schools throughout the school calendar. In that regard, the government has continued to sensitize parents and other stakeholders to contribute resources including grain to ensure sustainable provision of meals to children at school to promote attendance and retention. Nationally, until August 2010, out of a total of 16,331 schools, 5,424 (34.2%) were providing school meals. Out of these 1,167 were supported by WFP (BEST, 2012).

Despite various efforts made by government in order to make easy access to primary education, orphan often face different challenges as the result lead to adoption of some strategies in access to primary education. Stigmatization and discrimination against orphans, quality of the education, availability of schools, Parents' assessment of the child's ability to cope and children emotional are among the challenges facing orphan in accessing primary education (Alpha 2014).

Review from foreign study show that, orphans in many cases lack school needs. In local studies also lack of school needs observed in various ways which include cost of uniforms, textbooks, and stationary. For example Ainsworth, et al., (2002) in the paper titled with "The Impact of Adult Mortality on Primary School Enrolment in Northwestern” observed that a poor household will have little or no money to cover fees, cost of uniforms, textbooks, stationary and etc. In this study they further
observed that poverty may mean that the child needs to work or stay at home to take care of other siblings and sick people in the household. Therefore, orphan in many ways are challenged by lack of school needs as seen in foreign and local studies.

Stigmatization and discrimination are also noted as challenges facing orphans in access or adjustment to primary education. Some reasons which were noted as leading among others included stigmatization and discrimination at school, inadequate uniform, learning materials and poverty. Due to the mentioned reasons pupils are affected through low attention span due to hunger, for girls are at high sexual risks, and for those children who are working (child labour) become tired during classes thus lead to erratic school attendance (Connelly, et al., 2001). Moreover the study done by Ainsworth, et al., (2002) concluded that orphan may be discriminated against for a large number of different reasons. If their condition arises due to HIV, discrimination may arise from fear of infection coupled with a lack of understanding of the disease.

Another challenge which was noted from local review includes poverty and shortage of food to orphans. This view was evidenced by Ainsworth, et al., (2002) investigating on the Impact of Adult Mortality on Primary School Enrolment in Northwestern Tanzania observed that the income of the household are restricted, limiting available money for food. Malnutrition was also observed and lead to other health problems. Further, children were kept at home due to poor health conditions. In their study they further observed that orphanage children withdraw, feel shame or dwell on their impending situation once relatives/parents are suffering or have died (Fleming, 2015).
Conclusively, in many cases supportive mechanism adopted in Tanzania in access to primary education to orphans resemble with foreign strategies adopted from different countries. But also local studies show that despite various initiatives being implemented but still orphans are facing some challenge in terms of monetary and non-monetary values. Therefore, the researcher in this study intended to verify observed factors and add more information which would help in recommending the coping strategies adopted by orphan in accessing primary education and support mechanism that may help orphans to adjust maximally to education.

2.6 Research Gap

The empirical reviews on both foreign and local studies reveal that there are several efforts which have been made and continue to be made at international and national levels in order to help orphan access primary education. Similarly most of orphans adjust to educational challenges by dropping from school, leaving school to relieve difficulties at school and their homes as well as child labor to copy with food insecurity or lack of food (UNICEF, 2003).

Furthermore, the reviewed studies have shown that some children drop from school to produce food for their families (Ladan, 2006) and others engage in activities such as selling vegetables and wild fruits or herding other livestock during the weekends to copy with situation (Miller, 2003), which sometime lead to sexual relationship with adults in the community (Hang, 2011). All these affect orphans in acquisition of quality primary education as basis for Secondary and technical education. Moreover, despite all the effort to ensure that education is accessible and attainable to many Tanzanian children, especially orphan, the situation is dream than reality.
(Mamdani et al. 2009). Many orphans are still marginalized from school in Tanzania.

Under these considerations, it seemed that little is known on how orphans in Tanzania cope and adjust themselves to these challenges in accessing primary education. This study intended to contribute in addressing this gap by assessing the coping strategies adopted among orphans in Tanzania based on the experience from Dodoma municipality.

2.7 Conceptual Framework

This study will be guided by Educational Coping strategies model adopted from Foster and Jiwli (2001). The model has been more useful in the field of education in relation to special need group. Under this conceptual framework the variables are the challenges facing orphans, social support from government and NGOs, orphans coping strategies and Primary school needs. The use of interaction between the variables were helpful in describing to what extent do orphans access primary education as shown in figure 2.
Figure 2.2: Conceptual framework: Educational Coping Strategies Adopted by Orphans

Source: Researcher (2018)
Challenges facing orphans in access to primary education: the elements under this variable were developed from Foster and Jiwli (2001). These elements include different challenges which are Poverty, Lack of food, Lack of school materials, discrimination/Stigmatization, lack of shelter and lack of fare. Orphans face the mentioned challenges which affect their access to primary education. These elements differentiate orphan and non-orphan in schooling in respect to performance in education. This is due to reason that orphan often uses the entail time to account on which measure to take in order to survive as the result most of them fail and drop out school.

Social Support NGO, Government: these variables show the available support mechanism that have been and are supposed to be done by the government and NGOs on making easiest way to all children in access to primary education. Abolition of tuition fees, subsidization of school related cost, school feeding program, improvement of quality of education, community and home based responses and operation of community schools are some measures which are adopted and suggested to be improved in order to reduce the burden to pupils in access to primary education. For instance abolitions of school fees have led to an increase of attendance in school, but also school feeding programme was also noted to be suggested and requested by orphans who often spend time in looking for food instead of concentrating in schooling. That is to say the presences of challenges have led to various measure which support access and adjustment to primary education. Therefore in this study researcher intended to account on whether these support help orphans to adjust maximally to primary education.

Orphans Copping Strategies; this variable show how orphans use different mechanisms in coping with challenges they face in accessing primary education.
These elements as noted from guide model include Absenteeism, Selling Vegetables, and Herding livestock during the weekend, Selling Family properties, Dropping from school and Praying to Gods. Through some these elements OVCs particularly orphan have managed to access education in a way that primary education is basic for survivors’. Therefore this study intended to use this as guide in accounting for coping strategies adopted to adjust to education.

**Academic Achievement:** Academic achievement stands as end result in this conceptual framework. Academic achievement is dependent to several factors resulted from pupils themselves, family, government, NGOs and the community at large. These factors include school materials, uniform, fare, confidence and attendance. The review from Foster and Jiwli (2001) model, show that government and NGOs do support provision of education because it’s necessary as far as other inclusive education concern, but also coping strategies adopted by orphans mainly focus on easiest way of adjusting to primary education. Therefore the chain shows that the presences of challenges in access to education are encountered by the pupils themselves and the support from the Government and NGOs. The adoption of different strategies as well as support from the government NGOs and community results to both positive and negative academic achievements. The positive academic achievements include but not limited to access to school materials such as uniforms, exercise books and shoes. Further, includes attendance at school as well as good performance in exams. On the other hand the negative academic achievements include poor academic performance, truancy delinquency as well as drop out from school. In this study the researcher used end result as a guide in order to meet needs of orphan in the study.
Demographic characteristics: The model also has demographic variables which include characteristics or attributes of orphans sampled. These variables include Age, Sex, Social economic status and family size of orphans’ sample which determine representative of the population of interest. These variables have bi-directional with challenges, supportive mechanism and primary school learning material.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Chapter Overview
This chapter presents research methodology employed in undertaking this study. It presents the research approach, research design, study area, study population, sample size and sampling procedures. Furthermore, it discusses the data collection methods, validation and reliability of research instruments, data analysis procedures and ethical considerations.

3.2 Research Approach
Research approach refers to the framework that provides an insight on how data will be collected, analyzed and explained in relation to the topic under the study (Stake, 2010). Creswell (1994) argued that there are three types of research approach same as qualitative, quantitative and mixed approach. This study employed a mixed research approach but dominated by qualitative approach. Creswell (2009) informs that qualitative approach allows the enquirer to generate knowledge basing primarily on multiple meanings of individuals’ experiences, which are socially and historically constructed for developing a theory or pattern. It allows the researcher to gain a clear and in depth understanding of respondents’ personal knowledge, actions and experiences. This study applied qualitative approach because it sought to collect the views on coping strategies adopted by orphans in enhancing their academic achievement.

Quantitative research approach explains phenomena by collecting numerical data that are analyzed using mathematical based method (Tashakkori and Teddlie, 2003). Data on the degree to which orphans participate in primary education as well as data
from teachers on the challenges and coping strategies were collected quantitatively. Therefore, using mixed approach in this study helped the researcher to collect, describe and analyze both numerical and non-numerical data for a better understanding of research problem. Further, Orodho, (2012) argues that the use of mixed approach allows the triangulation of data which allows one to identify aspect of phenomenon more accurately by approaching it from different angles using different methods and techniques.

3.3 Research Design

Frankfort-Nachmias and Nachmias (2007) define research design, as the blueprint that guides the research process and strategy on how the research will be carried out. The function of a research design is to ensure that the evidence obtained enables the researcher to answer the research questions as unambiguously as possible.

This study employed descriptive survey design. Davies, (2007) states that, descriptive survey involves a small inclusive and intensive study of individuals whereby an investigator employs his/her skills and methods so as to allow systematic gathering of enough information about a phenomenon to permit one’s understanding on how it functions as a unit of society. The purpose of the study was to investigate the coping strategies adopted by orphans in enhancing their academic achievements. Therefore, a descriptive survey design of a small sample was adopted so as to allow the researcher make an in-depth investigation with precise description of the phenomenon under the study. The study collected data through administering questionnaires, conducting in-depth interview and documentary review and the data were mainly analysed through content analysis where themes were developed from the research objectives.
3.4 Location of the Study

This study was carried out in Dodoma region. Dodoma region covers an area of 41,310 km². It has seven administrative districts, which are Dodoma, Kondoa, Mpwapwa, Kongwa, Chamwino, Bahi and Chemb (URT, 2012). Specifically, the study was conducted in Dodoma Municipality.

Dodoma Municipality is located centrally 6°.00 North and 6°.00 South and Longitude 35°.30 West and 36°.02 East. It is found between 6000 and 1000 meters above sea level on a broad dry upland plateau. The annual average rainfall ranges between 550-600mm. Dodoma Municipality experiences a hot dry climate with minimum annual average temperatures of 10°C to12°C during the cool dry season in June - July and maximum annual average temperature varying from 20°C to 24°C during hot season in October – November (Dodoma profile, 2003).

According to the Ministry of Education and Vocation Training (2011), Dodoma municipality is the district with the highest number of orphan pupils in Tanzania, and most of these children are used by elders for begging and carrying people’s luggage at the market places. Therefore, selection of Dodoma municipality as a study area was based on the fact that it has a high number of orphans (MOEVT 2011) therefore, living on poor economic status and larger number of dependent in family. But also the study area is vested with larger number of baggers who work with children during begging which helped to come up with clear picture on how orphans cope with different challenges in adjusting maximally to primary education.
3.5 Target Population

Frankfort-Nachmias and Nachmias (2007) define target population as the entire group of subjects or participants the researcher wish to generalize the study findings. Mugenda and Mugenda (2003) add that, target population should have some common observable characteristics. It is from the large population where the targeted population is figured. In this study, the target population was orphans, teachers and head teachers from selected primary school in Dodoma Municipality. The reason for the selecting these groups was to provide a variety of experience regarding the educational coping strategies adopted by orphans in enhancing their academic achievement. Therefore, by focusing on these groups the researcher was able to gather data from different perspectives that answered the problem under the study.

3.6 Sample Size and Sampling Techniques

Sandelowski (1995) states that, a sample is representative unit of a target population, which is to be worked upon by the researchers during their study.

3.6.1 Sample Size

Green (1979) defines sample size as the number of observations or replicates to include in a statistical sample. Bailey, (1994) reported that, “usually the size of the sample depends on the size of population to be sampled. The study sample included 133 respondents as presented in Table 3.1
Table 3.1: Sample Size and Respondents Categories

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Orphan pupils</th>
<th>Education Officer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education Dodoma Municipality</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>01</td>
<td>1</td>
</tr>
<tr>
<td>Nzuguni Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Mpunguzi Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Mkonze Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Chamwino Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>04</strong></td>
<td><strong>32</strong></td>
<td><strong>96</strong></td>
<td><strong>01</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>

**Source:** Field work 2018

As presented in Table 3.1, the sample size used in this study was 133 respondents in order to obtain information where by 96 orphans were pupils from 4 schools, because they were the primary source of information regarding the coping strategies. Further, 1 education officer from Dodoma Municipal Council, 32 teachers from 4 schools (2 urban, 2 rural) and 4 head teachers from respective primary schools were involved for objectivity of the study results.

Orphan pupils were involved in the study because they were the main informants of the study. They are the ones living the situation and therefore were in the best position to explain their lived experiences. A total number of 96 orphanage pupils from different classes from Nzuguni, Mpunguzi, Mkonze and Chamwino primary schools participated in the study respecting gender sensitivity in selecting the
category of respondents for the purpose of collecting adequate information. The selected orphanage pupils were expected to give information about the educational coping strategies adopted by them in enhancing their academic achievements.

Teachers were involved because of their roles within the schools. Apart from conducting the session, they also guide the pupils and entitled as academic advisors within the school. A total number of 32 teachers with different educational levels and experiences working with pupils in schools were involved.

Head teachers were also selected to be among the key informants because of their position and responsibilities within the schools. The total number of 4 head teachers participated because they had fundamental responsibilities for ensuring pupils well-being. Therefore, according to their roles and position they were expected to provide good information regarding educational coping strategies adopted by orphan pupils.

Further, the District Education Officer (DEO) was also selected to participate in this study because of their position and responsibilities of supervising and guiding the schools and providing well-being of pupils in schools hence they have statistics regarding orphans pupils and support offered by the government. So in this case they were in the position to provide required information on the educational coping strategies adopted by orphans pupils. The selected respondents in this category were expected to share their experience on the education coping strategies adopted by orphans in enhancing their academic achievements.

3.6.2 Sampling Technique

Sampling is a statistical procedure that is concerned with the selection of the individual to participate in the study (Ritchie, Lewis and Elam, 2013). There are
different sampling techniques to be employed, but for sake of this study simple random sampling and purposive sampling were used as follows:

3.6.2.1 Simple Random Sampling

Simple random sampling is the basic sampling technique whereby a researcher selects a group of subjects (a sample) for study from a larger group (a population) and each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample (Levy & Lemeshow, 2013). In this study simple random sampling was used to select 32 teachers from 4 primary schools, each school were represented by 8 teachers basing on their sex and programme of study. Simple random sampling was efficient for teachers as it provided equal opportunity for all teachers’ participation. 96 orphan pupils were selected through systematic random sampling where the teacher identified orphan pupils at a school. After identification orphans were subjected to simple random sampling basing on class levels and sex. Orphan pupils as well as teachers were assigned numbers 1 and 2. Those who selected number 1 were qualified for inclusion and those who selected number 2 loosed the chance to be included in the study. However, gender issue was taken into consideration.

3.6.2.2 Purposive Sampling

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Levy and Lemeshow, 2013). Also head teachers and DEO was purposely selected based on their positions in Education.
3.7 Data Collection Methods

Data collection methods are the tools used to gather data (Dawson 2002). Creswell (2003) argues that, no single method may be considered to be adequate in itself in collecting valid and reliable data. With this purpose, the current study will adopt semi-structured interviews, Questionnaires and documentary review in collecting the required data.

3.7.1 Interview

Interview refers to a means of finding out what others feel and think about things around their world (Rubin & Rubin, 1995). Meanwhile, De-Vaus (2002) define interviews as attempts to understand the world from the informants’ point of view, to unfold the meaning of people’s experiences and to uncover their lived world prior to scientific explanations. In this study, semi-structured one-to-one interview was deployed. The choice was rooted on the ground that semi-structured interviews are helpful to the researcher (s) in collecting rich qualitative data based on the informants’ experiences and the meaning they make to that experience due to its flexibility, being focused and time effective (Patton, 2002). Best and Khan (2003) argue that, one advantage of semi-structured interview enables the interviewer to gain rapport or establish a friendly secure relationship with the informants. Furthermore, confidential information that the individual may be reluctant to put in writings may be obtained.

In this study, orphans, head teachers and DEO were interviewed with each respondent being given the freedom to choose the convenient time and venue for the interview. The choice was rooted on the ground that semi-structured interviews are helpful to the researcher (s) in collecting rich qualitative data based on the
informants’ experiences and the meaning they make to that experience due to its flexibility, being focused and time effective (Patton, 2002). Furthermore, the interview guide was used in which some questions were prepared to guide the data collection process. The process involved note taking through notebook and audio tape recorder for future use and to ensure capturing of all relevant information given.

3.7.2 Questionnaires

Questionnaire is a research instrument consisting of series of questions designed for the purpose of gathering information from the respondents (Foddy, 1993). Questionnaire may involve both open ended and closed ended questions depending on the purpose to be determined by the researcher in collecting information. In this study both open ended questions and closed ended questions were used to collect information from teachers. In this study closed ended question were developed by the researcher and distributed to the respondents to provide answers straight forward for easy coding. Also they were used to gather data from the teachers regarding the challenges facing orphans and educational coping strategies while open ended questions were used to collect data on investigating the educational coping strategies adopted by orphanage pupils and its efficacy. The intention of using both closed and open ended questions was to provide a wide range of variety of possible answers from the teachers.

3.7.3 Documentary Review

Blessing and Chakrabarti (2009) argue that retrieving documents related to a particular project, topic or product from a variety of sources can be a very useful additional data collection. Documentary review is a type of qualitative investigation involving the study of written communications that are found in the field setting.
Gall et al. (2005), point that the documents, both historical and contemporary are rich source of data for social research.

This method was employed to obtain data from documented sources. Reviewed documents involved attendance register minutes of the meetings by school deans on orphans. Other documents included exercise books, teaching and learning resources’, and research documents on orphans and education. The researcher critically examined and took notes on important information from those documents. Such information helped to establish the status of orphans in participation of education activities as well as the challenges they face in achieving their academic plans.

The researcher used documentary review due to the fact that, documents prove valuable not only because of what can be learnt directly from them but also as stimulus for paths of inquiry that can be pursued only through direct observation and interviewing (Patton, 2002 cited in Mpate, 2012). Furthermore, documentary review was used because the researcher aimed at seeking the status of orphans’ participation in education activities.

### 3.8 Validity and Reliability of Research Instruments

Validity and reliability of instruments have their roles in justifying research process to have found on scientific Procedures. Mugenda and Mugenda(2003) argues that the data collection techniques must yield information that is relevant and correct to the researcher to ensure reliability and validity of instruments.
3.8.1 Validity

Validity is defined by the extent to which a test measures what it claims to measure. The focus here is not necessarily on scores or items, but rather inferences made from the instrument. In order to be valid, the inferences made from scores need to be appropriate, meaningful and useful (Gregory, 1992). Validity produces accuracy and trustworthiness of the instruments, data and findings in the study. Trustworthiness helps to establish confidence in the findings (Golafshan, 2003). Truthfulness of the results were ensured by employing some strategies, like using more than one method of data collection to the same respondents (triangulation of methods) as Cohen et al. (2007) suggests. Authors explain triangulation of methods as the use of two or more methods of data collection. In this study, the researcher ensured this by employing semi-structured interviews to orphans head teachers and DEO and questionnaire to teachers for validating teachers’ experiences on the issues regarding orphans and their academic achievements. The other method employed in this study to ensure validity of study findings is the use of documentary review.

Furthermore, the researcher provided thick descriptions of data to be collected from diverse respondents. Thick description of findings involves extracting the meanings, actions and feelings of what has been observed (Lincoln & Guba, 1985). The thick description of data was accompanied with the inclusion of several quotations from the respondents to enable readers gain insights and understandings of the meanings that will be contained in the data to be collected.

However, the collection of rich data as prescribed by Miles and Huberman (1994) helps the researcher to ensure validity of study findings. The use of semi-structured
interviews, questionnaires, supplemented by documentary review helped the researcher to accumulate rich data and maintain validity.

3.8.2 Reliability
Reliability is the extent to which the study findings will be the same if the research will be repeated with different sample of subject (Veal, 1997). Reliability implies that if the method of collecting data or information are reliable and could bring similar results to anybody else using the same method. To increase the reliability and minimize measurement error, pretesting of the questionnaires was conducted to one school with 7 participants before full scale of data collection and the items which were found inadequate, ambiguous or vague were modified to improve their quality in order to increase reliability. Moreover, invalid and unreliable instruments and dangerous which may lead to erroneous research conclusion which in turn invalidate the research findings was avoided (Christenson and Thurlow, 2004).

3.9 Data Analysis Techniques
Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering information, suggesting conclusion and supporting decision making (Lewis and Michael, 1995). In this study, qualitative data was obtained through interview, questionnaire and documentary analysis. The views, opinion and ideas of participants were subjected to content analysis, coded and placed into themes for interpretation and conclusions. The content analysis was used to analyse non-quantifiable information which were gathered from interview with 96 orphans, 4 head teachers and one DEO. Analysis began with individual responses, and then answers from different individuals grouped and presented with the given objectives to make it logical with research tasks and questions.
Quantitative data is the information collected in numerical form, such as rating scale or documented frequency of specific behaviors (Holm-Hansen, 2008). Thus quantitative data such as demographic information of the respondents and various responses especially the challenges facing orphans in education adjustment, and the coping strategies used by orphans in adjusting with education needs were collected through questionnaires. Data were analyzed through descriptive statistics. Frequencies and percentage were calculated through Statistical Package of Social Sciences (SPSS) software (version 20). Frequency distribution tables were used to describe and present the findings of the data collected.

3.10 Ethical Considerations

Ethics in research involve the concerns, dilemmas, and conflicts that arise over the proper way to conduct the research. Neuman (2006) holds that research ethics help to define what is or is not legitimate to do or what moral research procedures are involved. In order to ensure ethical consideration in this study, the following were done.

**Research Clearance Letters:** permission to conduct this study was obtained from relevant authorities including: the Vice Chancellor (VC) of the University of Dodoma, Dodoma Region Administrative Secretary (RAS) and Dodoma Municipal District Administrative Secretary (DAS), as well as Municipal Education Officer. The letters introduced the researcher to the respondents.

**Informed Consent:** The researcher explained the purpose of the study to participants. The researcher further clarified the research problem, purpose of the study, the short-term as well as long-term benefits and loss due to their participation
in this study. The researcher asked for the participants’ consent. Again, the researcher informed the participants that their participation is free, and they have the right to withdraw at any time with no repercussions. Furthermore, children consent was secured through the agreement with the head teachers of the schools because they are principally responsible of children welfare at school environment. Additionally children were informed by the head teacher as well as the researcher on the purpose of the research and welcomed for participation at free will.

**Assurance of Confidentiality:** The researcher ensured confidentiality by maintaining the respondents’ names and school names not mentioned in the report. Instead letters were used to represent teachers, head teachers, orphans and schools. Thus, the researcher clarified to the respondents that the information sought will be used for academic purposes only.
CHAPTER FOUR
RESULTS OF THE FINDINGS

4.1 Introduction

This chapter presents and analyses results on the coping strategies adopted by orphans in enhancing their academic achievements in Tanzania. The chapter begins with the profile of respondents before presenting, analyzing and discussing the results of the study. The findings are presented based on the following three specific research objectives:

i. To investigate the challenges facing orphans in enhancing their academic achievements in primary schools

ii. To examine the strategies adopted by orphans in enhancing their academic achievements in primary schools and

iii. To examine the efficient support mechanism that can help orphans in enhancing their academic achievements in primary schools.

4.2 Respondents’ Profile

The respondents who were involved in this study included 1 District Education Officer (DEO), 4 heads of school, 32 primary school teachers and 96 pupils from four primary schools, in Dodoma municipality as shown in Table 4.1.
### Table 4.1.1: Respondents Categories

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Orphan pupils</th>
<th>Education Officer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education Dodoma Municipality</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>01</td>
<td>1</td>
</tr>
<tr>
<td>Nzuguni Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Mpunguzi Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Mkonze Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Chamwino Primary School</td>
<td>01</td>
<td>8</td>
<td>24</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>04</strong></td>
<td><strong>32</strong></td>
<td><strong>96</strong></td>
<td><strong>01</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>

**Source:** Field work (2018)

### 4.2.1 Pupils’ Characteristics

A total of 96 (boys 46, girls 50) pupils who were standard one to standard seven participated in an interview conducted by the researcher to obtain their demographic characteristics focusing on social and contextual information relevant to the study objectives. The interview included gender, age, class and the foster parent as presented in Table 4.1.2
<table>
<thead>
<tr>
<th>Class</th>
<th>Gender</th>
<th>Age</th>
<th>Family Status</th>
<th>Double Family Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Father</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>6-10</td>
<td>10-14</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>V</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>VI</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>VII</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>50</td>
<td>28</td>
<td>55</td>
</tr>
</tbody>
</table>

**Source:** Field Work (2018)

Data presented in Table 4.1.2 indicated that most of the orphans 43.7% are single orphans either living with their mothers or fathers. 27% of the interviewed orphans lived with their mothers while 16.6% lived with their fathers. Further, 55.3% of the interviewed were double orphans most of them 58.4% living with their grandparents, while 22.6% were taken care of their brothers and sisters and 18.8% were taken care of their relatives such as aunts, uncles and neighbors. This indicates that most of the orphans particularly those taken care by their mothers, grandparents and their brothers and sisters who also sometimes are schooling are likely to face difficult in accessing their educational needs.

Further, in regard gender, girls outnumbered boys. While girls were 50, boys were 46. The researcher expected to have equal number of boys and girls but because of the situation at school context, the number of boys became few. It was noted that the
number of boys is decreasing as they move to upper classes compared to lower classes. The number of orphan boys between standard one and four were 21, while the number of girls who were 20 between standard one and four. However, the proportion changed from standard five to seven where the number of boys decreased to 25 compared to girls who were 30. This implies that most of the boys, because of difficulties they face, decide to drop from school and engage in different cheap labour activities compared to girls who face difficulties but still struggle to finish their primary education despite that it is under difficult situation.

4.2.2 DEO and Teachers’ Characteristics

One DEO, 4 head teachers as well as 32 classroom teachers were involved in the study. The characteristics in terms of gender and work experience is presented in Table 4.1.3

<table>
<thead>
<tr>
<th>Category</th>
<th>Sex</th>
<th>Working experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P/S Heads</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>P/S Teachers</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Field work (2018)

As presented in Table 4.1.3, most of the teachers involved in the study were female 22 (59.4%) compared to male who were 15 (40%). Most of the teachers had enough experience of more than 5 years in a respective job. With this experience, they were in a good position to reveal the challenges as well as the coping strategies adopted by orphans in enhancing their academic achievements.
4.3 Challenges Facing Orphans in Enhancing their Academic Achievements

The first objective of the study aimed at assessing the challenges facing orphans in enhancing their educational achievements in primary schools in Tanzania. Data were obtained through, semi-structured interviews, questionnaires and documentary review. The DEO, teachers and pupils were asked to give their opinions on the challenges facing orphans in enhancing their academic performance in primary schools in Dodoma Municipality. Data collected through interview and questionnaires with pupils and teachers revealed several challenges faced by orphans in accessing their academic needs as presented in Table 4.2.1 and 4.2.2.

Table 4.2.1: Orphan Pupils’ report on the Challenges facing them

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Sub category</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school materials</td>
<td>Lack of uniforms</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Lack of exercise books</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Lack of school shoes</td>
<td>45</td>
<td>46.8</td>
</tr>
<tr>
<td></td>
<td>Lack of school bag</td>
<td>40</td>
<td>41.6</td>
</tr>
<tr>
<td></td>
<td>Lack of pens</td>
<td>32</td>
<td>33.3</td>
</tr>
<tr>
<td>Lack of home related needs</td>
<td>Lack of food at home</td>
<td>63</td>
<td>65.6</td>
</tr>
<tr>
<td></td>
<td>Poor shelter</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td></td>
<td>Lack of electricity</td>
<td>16</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>Lack of books for self-study</td>
<td>28</td>
<td>29.1</td>
</tr>
<tr>
<td>Lack of money</td>
<td>Lack of money for examinations</td>
<td>35</td>
<td>36.4</td>
</tr>
</tbody>
</table>

Source: Field work (2018)

As presented in table 4.2.1, most of orphan pupils were facing the challenges related to lack of school materials for sustaining their learning. On this aspect, lack of school uniform (82%) was the leading challenge facing pupils. Lack of electricity (light) for studying at home (16.6%) was the least challenge that was mentioned by
pupils. The findings suggest that, orphans had more outcries on shortage of school materials and home related needs. Lack of such needs might affect adversely on their academic achievement.

4.3.1 Lack of School Materials
During the interview with pupils, it was revealed that lack of school materials such as school uniforms, exercise books and pens affected orphans in accessing their educational needs. The findings revealed that pupils lack different kinds of school uniforms such as skirts, shorts, shirts, socks as well as sweaters. Pupils reported that, because of lacking school uniforms, they lacked confidence to interact with their fellow pupils because of the type of dressing they find themselves and sometimes being asked to go back home by teachers because of lacking school uniform. This made them not attend some subjects subsequently lagging behind academically.

During the interview with one orphan pupil reported that;

*Lacking of school uniform make me feel inferior. My fellow students are smart compared to me and this is because sometimes my school uniforms are torn and therefore, I feel ashamed of standing and playing with my fellow students and therefore sometimes I opt not to come to school until when I get money to buy school uniforms which make me lose subjects in some days* (An Interview with a male pupil from school A; 14th May 2018)

The explanations given by a pupil reveal that most of the pupils who lack school uniform face different challenges ranging from inferiority complex, stigmatization from their fellow pupils to absenteeism. All these challenges affect their schooling system subsequently hampering their academic achievements.

Another challenge related to school materials involved lack of exercise books. Of all pupils who were interviewed, 72 (75%) reported of lacking exercise books for
writing whatever they were learning in class. Pupils argued that they find difficult to write and do different exercises because they do not have exercise books. Pupils went far saying that they felt like not coming to school, sometimes, because they were given the punishment by their teacher when they fail to submit their exercise books or don’t do the work provided by their teachers. It was further argued that teachers used to ask them harsh questions when they failed to submit their exercise books for marking. Among the harsh language that was revealed by pupils used by teachers when they did not submit their exercise books involved “umekuja kukua hapa?” nini kimekuleta shuleni sasa” meaning “did you come to grow here at school?” “What has brought you here at school?”

Furthermore, even those who had exercise books reported of having limited exercise books that were not sufficient for making exercise as required. This was because some of them reported that they used to write more than one subject in one exercise book. This made them not consistent in what they were learning further failing to submit the exercise books to teachers for corrections and therefore, find themselves not doing very well in class because they are lacking teachers’ feedback on whatever they do.

4.3.2 Home Related Challenges

During the interview with orphans, it was revealed that most of them face educational related problems that are originated from home needs. 65.6% of the interviewed orphans revealed that lack of food at home affect them very much on schooling activity. First, they revealed that they need not to attend at school in order to find food for consumption at home. Second, pupils reported of being affected psychologically because of lacking food at home. This accelerated poor attention in
class and therefore the students failed to grasp what is instructed by their teachers subsequently resulted to poor academic performance of orphans. During the interview, one orphan said that:

"I am not happy because, in most cases, I don’t eat during afternoon. My mother cannot afford daily lunch and dinner. Therefore, sometimes, I come from school hungry but I find no food at home. When I am in the class, I start thinking whether my mother has secured food today" (An Interview with male orphan from school B; 20\textsuperscript{th} May 2018)

In such circumstances, learning becomes difficult since learning requires readiness and freedom from stress. It becomes difficult for the children to concentrate on what the teacher is teaching because the concentration is put on another issue.

The results by pupils were also supported by head teachers. 50\% of the head teachers reported that most of the orphans do not attend school because they are supposed to find food for their families. Most of the head teachers revealed that most of the orphans come from poor families because of losing either a single parent or both. As a result, it becomes difficult to access basic needs and become the duty of each member of the family to fulfill the basic family needs.

Additionally, the findings revealed that 34 (35.4\%) of the interviewed orphans are facing the challenge related to poor shelter. Poor shelter was revealed in the sense that they have own poor houses, and some are renting in miserable houses because they are lacking money to build good houses or rent good houses. Further pupils revealed that they find themselves in a house with two rooms as a family and therefore some of them need to spend their night on one room and others in a sitting room. This affected these children psychologically as the result they find themselves
uncomfortable at school because of being engulfed with poor living conditions.

During the interview, one orphan pupil had this to say:

“We are seven people in our family, five are female and two are male. Our rooms are small to the extent that some of us are supposed to use the same sitting room with boys during the night. Likewise our brothers are supposed to use our room for exchanging their clothes. The situation doesn’t make me feel happy. I wish we could have three to four rooms in order for us to be comfortable” (An Interview with Female orphan from school C; 24th May 2018)

The contention by pupil revealed that pupils are lacking readiness for learning because their minds are not free for learning instead they are thinking of other issues including shelter. Furthermore, most of these pupils feel lonely and inferior at school because of thinking difficult life they are living at home and therefore their learning is hampered which adversely affect their academic performance.

4.3.3 Lack of Money

The interview with pupils also revealed that orphan pupils are also lacking money (36.4%) to access different needs for academic reasons. The mentioned challenge that faced orphans in relation to lack of money involved lack of money to pay for examinations when need arises. Orphan pupils reported that pupils at school do different exercises that require them to contribute small amount of money. But because they lacked money, they failed to do different exercises provided by teachers resulting to poor performance in their examinations.

Report on Challenges facing Orphans from, Teachers, Head Teachers and DEO

Apart from pupils, teachers, head teachers and DEO also were requested to give their opinions on the challenges facing orphans in accessing education needs. Data
from head teachers and DEO were obtained through interview and questionnaires were used to obtain information from teachers. The data revealed from head teachers as well as DEO focused on lack of school materials as a major challenge facing orphan pupils in accessing their primary education needs. Among the school materials reported by head teachers as well as DEO included lack of uniforms and exercise books.

For instance, the interview with the head teachers revealed that most of orphan pupils are facing a challenge of lack of school uniform which affects their attendance at school. 3 (75%) of the head teachers interviewed reported that most of the orphans do not come to school because they are lacking school uniforms. Heads of schools reported that uniforms create conformability and equality among students. Therefore, when pupils lack school uniforms, they find themselves different from others. This make them feel uncomfortable and therefore, decide to stay home to find money to buy school uniforms in situations when their foster parents lack money to buy for them. One head teacher had this to say:

“Sometimes I buy school uniforms for some of needy pupils including orphans but it is not possible to cater for the needs of all needy pupils. Therefore, those who are lacking school uniforms we encourage them to buy on their own or request some people to buy for them and sometimes we allow them to come with home clothes. Despite that we allow them to come with home clothes, some decide not to come because of the sense of feeling different from their fellow pupils” (An Interview with Female head teacher from school C; 24th May 2018)

The contention from the head teacher reveals that they acknowledge the challenge of pupils relating to lack of school uniforms. However, they cannot afford buying all needs for the needy orphans.
Apart from the head teachers, also the DEO was of the same view that the most challenge facing orphans is lack of learning materials such as exercise books and pens for writing. The DEO was of the view that several reports from the schools with orphans always rank school materials especially exercise books, pens and school uniforms higher than others. Furthermore, the DEO reported that, currently, the government does not provide learning materials such as exercise books and pens or uniforms instead money are sent to school via capitation grant depending on the number of pupils the school has in which orphans are also included despite that they may not be enough for them.

Furthermore, data to this objective were also collected through questionnaire to teachers. Teachers were given options of the challenges that orphan pupils face in enhancing their academic achievements. The data revealed that most orphans were facing a number of challenges. As presented by the study findings from the interview, most of the teachers concurred with the views reported by pupils as well as head teachers by pointing out several challenges such as lack of school materials, lack of food, segregation and cheap labour as presented in Table 4.2.2 and figure

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Lack of school materials</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>Poor shelter</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Lack of food</td>
<td>23</td>
<td>71.9</td>
</tr>
<tr>
<td>Lack of Money</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Segregation</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Cheap labour</td>
<td>24</td>
<td>75</td>
</tr>
</tbody>
</table>

**Source:** Field work (2018)
Figure 4.2.1: Challenges Facing Orphans

Table 4.2.1 and figure 4.2.1 reveal, the data collected through questionnaires from teachers. The data reveal that lack of school materials (87.5%) received a great attention by teachers as a major challenge facing orphans in accessing primary school needs. On the other hand segregation (18.8%) received least attention by teachers as the challenge facing orphans in enhancing their academic achievement. Furthermore, the findings show that most of the orphans are facing the challenges related to basic needs such as food and cloth in accessing their educational needs. Therefore, this implies that, in most cases, orphans academic achievement is affected by lack of school materials as well as basic needs. If these requirements are fulfilled, orphans can be in a better position of achieving better academic performance.

The findings revealed through interview as well as questionnaire suggest that orphan pupils are facing many challenges that are affecting their academic achievement in primary schools. These challenges range from lack of school materials, home related
basic needs as well community based challenges including stigmatization, segregation and inferiority complex.

4.4 Strategies Adopted by Orphans to Enhance their Academic Achievements

This aspect aimed at revealing the strategies adopted by orphans in enhancing their academic achievements in primary schools. The intention was to see if the strategies were appropriate and sufficient for pupils’ academic progress. This aspect was accomplished through interviews to pupils and head teachers as well as questionnaires to teachers. The findings are as shown in Table 4.3.1 and 4.3.2

Table 4.3.1: Strategies Adopted by Orphan Pupils

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begging</td>
<td>78</td>
<td>82</td>
</tr>
<tr>
<td>Being hired to work in farms</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>Engaging in domestic activities</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Doing Petty business</td>
<td>65</td>
<td>68</td>
</tr>
</tbody>
</table>

Source: Field work (2018)

The table 4.3.1 reveals that orphan pupils are engaging in different activities as the strategies to sustain school needs. The leading strategy involved begging (82%) and the least was engaging on domestic activities such as washing dishes and clothes for people (54%).

4.4.1 Begging

The study findings on the strategies orphan pupils adopt in enhancing their academic achievements revealed that most of them are engaging in begging (82%) in order to access their education needs. The interview with pupils revealed several categories of begging that children involved in; begging in streets, begging from their
neighbors and friends, as well as begging from their relatives. One orphan pupil had this to say:

*It is making me feel inferior. When you go for begging sometimes you tell a person that you are orphan and therefore you are requesting help for buying food at home or school requirements but he/she tells you that you are a liar you should go to school for studies. Others tell you I am not your parent, but worse enough others tell you I am not the one who killed your parents. (Interview with a male pupil from school C; 23rd May 2018)*

On the same view another orphan pupil said:

*Begging is very bad despite that I do it. People tell you who has told you that I am giving help? Don’t you know helping centres? Go there they will help you. I wish my parents could not die I think I could not be begging. (An Interview with a male orphan from school C; 24th May 2018)*

The two expressions by pupils are the evidence that although orphan pupils are engaging in street begging despite that they are not happy with the situation of begging and they facing many challenges involving feeling inferior and being insulted by people whom they beg. Further, some of them are able to access their needs from the aid they are given by some of the people who are ready to give them.

**4.4.2 Being Hired to Work in Peoples’ Farms**

The findings from the interview with orphan pupils revealed that among many strategies done included being hired to work in peoples’ farms (64%). Orphans reported that this is the most activity they do adopt as the strategy to earn money for sustaining their academic achievements. Several farming activities that were mentioned by orphans included digging groundnuts, weeding grapes and maize. Pupils reported that they dig every quarter hectar for eight to ten thousand shillings
only. Therefore, the money they get is used to buy necessary school requirements such as school uniforms, exercise books pens and shoes.

During the interview with one orphan pupil had this to say:

_I find areas to farm from people because I use my energy to work. I feel this is the good strategy because they have the need I also have the need, therefore no one looks me down because without my help he/she will also suffer. I always use weekends to work in peoples’ farm so that I may not miss classes during school days. The money I get I buy food for my mother and young sister, but also I buy school needs. I am happy because I have accepted my situation and I am working hard to overcome it and make my mother feel happy._ (An Interview with a male pupil from school B; 18th May 2018)

This expression reveals that orphan pupils feel that working for people especially digging their farms, weeding and harvesting different crops is the best strategy to help them achieve their academic needs. Furthermore, being hired for digging make them not feel inferior because they are doing the job and after that they have the right to be paid for what they have done and just not an assistance for being orphans.

4.4.3 Engaging in Domestic Activities

The data collected through interview with pupils revealed that most of the pupils (54%) who are orphans are engaging in different domestic activities in order to earn living as well as school needs. Several domestic activities that were mentioned and explained by the respondents included washing clothes for people, fetching water and washing dishes for people. All these activities were reported to be done in different agreements. There, orphans who did these activities for payment and there are some who did domestic activities in order to be given different requirements such as food and clothes while others did because the family they are working for
are very close and very helpful for them to the extent that in their voice it was
difficult even to request money.

For instance, one orphan girl reported that:

\[\text{I am always helping my aunt (the neighbor) to wash clothes, and}
\text{dishes. I cannot request money from her because she gives me more}
\text{than what money values. The school uniforms I have now, the shoes,}
\text{my clothes at home have been bought by my aunt. But also she gives}
\text{me food to cook for my mother and my young sister, then how can I}
\text{request money from her while we are living because of her. . (An}
\text{Interview with a female pupil from school B; 17\textsuperscript{th} May 2018)}\]

The expression by this pupil reveals that when orphan get someone to assist them in
different needs they use their time, effort and ability to work for them in order that
they maintain that relationship which is fruitful for them. Further, some of the
people are helpful to orphans especially when they also help them with different
activities.

**4.4.4 Doing Petty Business**

The data from interview with pupils revealed that petty business is the common
strategy adopted by orphan pupils in accommodating school needs. The interview
with pupils revealed that most orphans (68\%) engage in selling vegetables, water
and groundnuts at the bus stand. It was reported by orphan pupils that after school
hours, sometimes during school hours and mostly in weekends they are used to sell
different things such as groundnuts, oranges and vegetables in order that they may
get home needs as well as school needs.

During the interview with one pupil had this to say:

\[\text{Selling water at the bus stand is one of the activities that I do every}
\text{Saturday and Sunday. My mother told me that the rest days I should}
\text{go to school. I can sell two to three cartons of water in one day and I}\]
am given one hundred shillings for each bottle of water. In most cases I earn four thousand per day. I can use this to buy all necessary materials because my mother is finding food for the family and the money I get help me to buy my uniform and other private needs. (An interview with a male orphan from school D; 25th May 2018).

The expression by a pupil reveal that while engaging in petty business for the access of school materials, her mother at home is finding food for the family. This implies that his foster parent cannot afford to get home needs for her orphans as well as school materials for them. Therefore, they are helping each other to make sure that home and school needs are achieved.

**Report from Head teachers and DEO**

The interview with head teachers and DEO also revealed that orphan pupils engage in different activities as a means of sustaining their education requirements. The data from head teachers and DEO revealed that the most strategies adopted by orphans in enhancing their academic achievements included doing domestic activities, begging as well as petty business.

Doing domestic activities as a coping mechanism was regarded as child labour by head teachers as most of the orphans were reported to engage in domestic activities for cheap wages and are not given any contract to work for them. Head teachers (75%) reported that this is one of the most coping strategies orphan pupils engage in despite that it affect their academic developments. Head teachers reported that, despite they get money to afford requirements, still they are tired since they stay at school since morning, then during the evening they go for those activities and at the end they cannot study for themselves because of tiredness. Not only that, head teachers reported that sometimes orphans opt not coming to school in order to do domestic activities for people in order to get school needs.
On the other hand, the interview with the DEO revealed that most of the orphans engaged in doing petty business such as selling groundnuts, water and soda in streets. These activities enabled orphans to access some of their school needs. The DEO had this to say:

*In most cases I see these children selling different things in streets and when you ask them they tell you we are searching for school materials. It is true sometimes they do get their school needs but as the government we do not entertain these activities. This is because sometimes they are using school hours and therefore, lacking studies* (Interview with the DEO, 23rd April 2018)

The expression by the DEO is the fact that orphans are engaging in different activities such doing petty business but it is not a good mechanism to be adopted because in some cases it deny orphans opportunity to classes.

Furthermore, head teachers and DEO reported of begging as a strategy adopted by orphans in enhancing their academic achievements. Through begging it was reported that orphan pupils get some school requirements such as school uniforms, pens and exercise books. It was also reported by head teachers that, apart from school materials orphan pupils get home needs through begging. However, head teachers and DEO were not happy with such strategies in accessing school materials because they reported it to have more negative impacts compared to positive ones. It was reported that begging resulted to orphan pupils not attending school because they stayed in streets for begging. This adversely affected their attendance as well as their academic performance at school.

Additionally, the documents reviewed, especially classroom attendances revealed that most of orphans’ attendance at is was not good. When head teachers were asked on the reason for orphans’ poor attendance at school it was reported that engaging in
begging, petty business, and domestic activities are the most causes of orphans’ poor attendance. With this reason most of the strategies adopted by orphans were regarded to have positive as well as negative impacts.

**Results from Teachers on the Strategies adopted by Orphans**

On the other hand, the data collected through questionnaires from teachers resembles with the data collected through interview from pupils and head teachers. Teachers were provided with options to determine the level of agreement with the activities стратегии orphan do adopt in enhancing their academic achievements. The results are presented in Table 4.3.2 and figure 4.3.1

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Yes Freq</th>
<th>Yes %</th>
<th>No Freq</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selling vegetables</td>
<td>22</td>
<td>68.8</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Selling fruits</td>
<td>20</td>
<td>62.5</td>
<td>11</td>
<td>35.5</td>
</tr>
<tr>
<td>Agriculture</td>
<td>7</td>
<td>21.9</td>
<td>24</td>
<td>75.0</td>
</tr>
<tr>
<td>Selling eggs</td>
<td>17</td>
<td>53.1</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>Heading cattle</td>
<td>18</td>
<td>56.3</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Digging for people</td>
<td>22</td>
<td>68.8</td>
<td>10</td>
<td>31.3</td>
</tr>
</tbody>
</table>

**Source:** Field work (2018)
As presented in Table 4.3.2 and figure 4.3.1, orphans engage in different activities in order to sustain their schooling. The most activities reported by teachers included selling vegetables and being hired to dig in peoples’ farm respectively (68.8%). On the other hand engaging in self agriculture (21.9%) as a strategy for enhancing their academic achievement received little attention. This implies that, in most cases orphan pupils are engaging in income generating activities in order that they may access money for buying educational materials as well as home basic needs rather than engaging on agriculture as a means of sustaining their basic needs.

4.5 Efficient Support Mechanism to help Orphans’ Academic Achievement

In this objective, the study explored the efficient support mechanism that can help orphans in enhancing their academic achievements in primary schools. The researcher focused on pupils’, teachers’ and DEO’s views to explore the mechanisms that can help orphans excel very well at school. Analysis of collected data through semi-structured interviews, questionnaire and documentary review revealed that there is a need of collaborative efforts between the government, NGOs and the community in order to help orphans access their education needs. This could be evidenced through the teachers’ and pupils’ assertion on the role of government, NGOs as well as the community as presented in Table 4.4.1 and 4.4.2

Results from Pupils

The interview with pupils revealed several support mechanism that they thought if done could help orphans enhance their academic achievements very well. Pupil’s suggestions were categorized into three main groups; support from the government support from NGOs and support from the community as presented in table 4.4.1
Table 4.4.1: Interview on Support Mechanism with Pupils

<table>
<thead>
<tr>
<th>Major Category</th>
<th>Sub-category</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Support</td>
<td>Buying school materials</td>
<td>62</td>
<td>64.5</td>
</tr>
<tr>
<td></td>
<td>Provision of food at school</td>
<td>51</td>
<td>53.1</td>
</tr>
<tr>
<td>NGOs</td>
<td>Provision of school materials</td>
<td>43</td>
<td>44.7</td>
</tr>
<tr>
<td></td>
<td>Provision of home needs</td>
<td>59</td>
<td>61.4</td>
</tr>
<tr>
<td>Community Support</td>
<td>Taking care of young orphans</td>
<td>38</td>
<td>39.5</td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td>38</td>
<td>39.5</td>
</tr>
<tr>
<td></td>
<td>Helping with home needs</td>
<td>43</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Source: Field work (2018)

4.5.1 Government Support

Most of the interviewed orphans, (64.5%) were of the view that the government should take responsibility of helping them in accessing different school materials such as exercise books, school uniforms, pens and other materials such as school bag and shoes. Not only that but also pupils revealed that provision of food at school would help them focus on studies at school rather than focusing on many things at once. Orphans were of the view that if the government will reduce the burden they have on school materials and provision of food it will be easy for them to achieve their academic goals because lack of school related materials was the challenge rated highly by them.

One of the interviewed orphans had this to say:

“The government should buy school uniforms and exercise books for us so that we may be like our fellow students. We feel inferior because we find ourselves different from our fellows (Interview with a female pupil from school D; 21st May 2018)

The expression by the pupil reveals that orphans are of the views that if the government will help them with school materials are likely to learn like their fellow
pupils. This means that they will be able to do the exercise given by teachers, submit the work done and receive feedback from teachers and therefore, there won’t be any difference among them.

4.5.2 NGOs Support

The interview with pupils revealed that, NGOs intervention is important for assisting orphan pupils access their education needs. Pupils argued that as advocates, NGOs should act as intermediaries between children and other social systems with a view to protecting the rights of the children. Pupils further argued that the support orphans receive from their neighbours does not sustain them for a long time therefore they live without help from neighbors and relatives most of the time. This is where NGOs are needed to bridge the gap by providing the support related to school materials as well as home requirements. Furthermore, pupils reported that NGOs should support them by staying with them, involving them in income-generating projects; involving them in a peer education support group; offering psychosocial support services; and material support, to mention but a few. For example, one orphan pupil from school C stated that:

“NGOs should continue visiting and helping my grandmother with different needs such as food in order that we may be able to go to school because sometimes we don’t go to school in order that we may find food for our own as well as our grandmother” (Interview with a female Orphan Pupils from school D; 28th May 2018).

The excerpts indicate that these children, although they are heading the households on their own and taking care of their grandparents, still they needed outside support especially from NGOs.
4.5.3 Community Support

Most of the pupils (56%) perceived that people in their communities (especially neighbours and friends) had sympathy for the orphaned children. Pupils reported that they have often been supported with food and other educational material such as exercise books by neighbours and friends. This indicates that the community’s response to the needs of orphaned children is not only promising but also reflects a level of acceptance of the children after the death of their parents. However, pupils reported that not all community members are ready to support them and therefore argued that it is important the society be educated on the importance of helping orphans in whatever way they can afford in order to help them reach their educational destination.

The following excerpts by pupils indicate the desire to have support in the form of community or family intervention:

“I want one of my relatives to come stay with us especially when grandmother is too weak or sick so that we go on with studies because we can’t go to school while our grandmother is sick at home. (Interview with female Orphan Pupils from school B; 24th May 2018).

The above quotation indicates that orphan children wish to have support from their extended families. Some also wish that their family members would come to their aid in cases when the grandmother is terminally ill. This will help them get an opportunity to finish their studies otherwise they will become a dream which will never be fulfilled.

Furthermore, orphan pupils reported to have a good relationship with their neighbours. Some reported that they did not go to neighbours for material support
while others reported to depend on their neighbours when they need help. The findings revealed that some neighbours are of assistance to orphan children as they are helping them with material and emotional support and play the role of the extended families that are unavailable while others not.

The following interview lines with pupils indicate different forms of children’s relationship with their neighbours:

- *It is good. Neighbours also help me with food*
- *It is good because they are the ones who always assist us*
- *My relationship with our neighbors is good even though they are busy with their lives* (Interview with a male Orphan Pupil from school C; 23rd May 2018).

Another orphan pupil revealed that:

- *We don’t go to them asking for food or anything because they will gossip us around. We just keep our problems to ourselves despite that we suffer a lot and we feel talking to them* (Interview with female Orphan Pupil from school D; 29th May 2018).

From the pupils’ expressions it can be noted that, although the relationships between orphans and neighbours are good, some orphan pupils indicated that they do not go to their neighbours and ask for help for fear of being gossiped about or for reasons of pride. Some of the children indicated that their neighbours assist them with food, although not on a daily basis. The neighbours can be viewed as a support mechanism to the children since their extended families are not available to play this role. Therefore, neighbours should be advocated on the importance of helping the orphans around them.

Additionally, the findings revealed through interview from pupils revealed that counseling is very necessary for helping orphan children cope with their daily life. This was evidenced by the orphan pupils who partook in this study, they were not
happy with the situation they find themselves in and the researcher saw a need to offer them counseling, particularly to those who were very emotional during the research interviews. Some of the research questions opened up old wounds and the participants became emotional. Through counselling, orphans can be given an opportunity to explore and discover ways of living more fully, despite their challenges, as counselling assists them with addressing and solving these challenges and making an informed decision. Below extracts indicated the need for counseling for these orphans:

“Sometimes our neighbour only provides us with food and encourages us not to feel bad. He tells us that if we study hard we will live good life. We are happy today you are also encouraging us to study hard”. (Interview with male orphan Pupil from school C; 27th May 2018).

Another orphan pupil said that:

There are times I feel so down and I don’t see my future. I ask myself why my parents died. This happens very much especially when I don’t have food to eat home, lacking school materials or the time when I feel segregated by people around me. But I thank my church pastor provides me with advice at church and at home at times” (Interview with female Orphan Pupils from school D; 29th May 2018).

From the contentions by pupils, it can be argued that, counseling as a coping tool can help orphans to manage their unresolved emotional problems more effectively and they may develop unused or underused opportunities to cope more effectively with psychological challenges that may affect their academic achievement. This is because it seems that some of the orphans need to be instilled hope on the way to handle their circumstances.
Results from Head teachers and DEO

Likewise the data collected through interview from head teachers as well as DEO showed the necessity of the Government, NGOs as well as the community to take part collaboratively in enhancing their academic achievement.

All head teachers 4 (100%) reported that there is the need for the government to allocate more fund to orphans different from the fund allocated to no-orphans at school. They argued that if the government will allocate more budgets for orphans all schools can be ordered to provide school materials per term to each registered orphan at school. Among the mentioned materials that heads of schools mentioned involved exercise books and school uniforms to be provided per each term. Further head teachers said that this could reduce the risk of orphans’ engagement in petty businesses which make them not attending school effectively. One of the head teachers reported that:

*The capitation grant offered to a school is not enough to cater the needs of schools and orphans at the same time. This is because all of them receive the same share; therefore, it becomes difficult to get extra money to buy different materials to support them unless you use your own money* (Interview with a female head teacher from school C; 24th May 2018)

With this contention it can be argued that all teachers and pupils see the necessity of the government to provide support to orphan pupils. While pupils see that the government should buy for them directly, heads of schools view that each school should register the number of orphans present at school and the government should allocate budgets to school living with those orphans in order to buy school learning materials according to their needs.
On the other hand, the DEO also was of the view that different NGOs can help in supporting the needs by orphans in order that they may achieve their primary education. The DEO argued that the support to be provided may be in form of material support, such as buying school uniforms and stationery, providing food parcels and they can also advocate for exemption of school fees and being declared indigent by the municipality. He also argued that some organizations are running aftercare centres for orphans and vulnerable children, where these children are provided with meals, psychosocial support services and school work assistance while their elder siblings concentrate on their own school work. Therefore, if NGOs can be strengthened it is possible to help minimize the burden of orphans’ access to school needs.

Furthermore, the findings revealed through interview from head teachers also revealed that counseling is very necessary for helping orphan children cope with their daily life. Head teachers argued that orphans at school are facing the challenges of stigmatization, loneliness and inferiority. Further they are psychologically affected by the difficult situation they are living in. Therefore, they require counseling in order to help them develop self-knowledge, emotional acceptance, emotional growth and personal resources.

Furthermore, the interview with head teachers revealed that a family is the first point of provision for socialization which is very important for growing children. Therefore, those remaining with orphans in families should make sure that they help them to develop good socialization and engage in socially acceptable behaviors and activities that may not result them to a worse situation.
The study findings from questionnaire to teachers also revealed similar findings as those from the interview from pupils and head teachers through pointing out that different groups including the government, school and the community should provide different support to help orphans in achieving their academic needs as presented in Table 4.4.2

Table 4.4.2: Suggested Support mechanism by Teachers

<table>
<thead>
<tr>
<th>Main Category</th>
<th>Sub Category</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Buying school materials</td>
<td>29</td>
<td>90.6</td>
</tr>
<tr>
<td></td>
<td>Educating the society</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Protection against segregation</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td></td>
<td>Building hostel</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>School</td>
<td>Provision of food</td>
<td>26</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>Provision of school materials</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>Showing respect</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>Provision of counseling</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Community</td>
<td>Taking care of orphans</td>
<td>26</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>Being positive to orphans</td>
<td>12</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Source: Field work (2008)

As presented in Table 4.4.3, the study findings revealed that provision of school materials (90.6%) and (87.5%) respectively whether at school or by the government was considered a major support mechanism by teachers for helping orphans access their education needs. Not only that but also the provision of food at school received a great attention (81.2%) compared to others. On the other hand being positive to orphans was the least support mechanism that was identified by teachers in helping orphans access their primary education. This implies that if the government plays a key role in providing the school learning materials as well as feeding programme to
school there is a high possibility that orphans challenges in enhancing their academic achievements may be sustained.

4.6 Chapter Summary

This chapter has presented the analysis of the findings from the data collected from various respondents regarding the study in relation to the objective stated. The main challenges facing orphans in enhancing their academic achievements are lack of school materials, lack of home basic needs as well as stigmatization from the society which affect their academic achievement in schools. Further, the strategies adopted by orphans included begging, doing petty business, doing domestic activities as well as being hired to work in peoples farm which in some times help them to achieve money to get the required needs while in sometimes they do negatively affect their academic achievement. Finally, the government, NGOs and the community should play a joint effort in supporting orphans with different needs such as school materials as well as home needs.
CHAPTER FIVE
DISCUSSION OF THE FINDINGS

5.1 Introduction
This chapter presents the discussion of the findings of the study on investigation on the coping strategies adopted by orphans in enhancing their academic achievements in primary schools in Tanzania. The discussion of the findings are based on the study objectives.

5.2 Challenges facing orphans in enhancing their academic achievements
The study findings have revealed several challenges facing orphan pupils in enhancing their academic achievements in primary schools. As presented in chapter four among the challenges included lack of school materials such as school uniforms, exercise books, pens, school shoes and bag. All of these challenges affected pupils’ academic achievement because they are source of pupils’ absenteeism and lack of concentration in learning. Pupils decided not coming to school because they lacked school uniforms and food to eat at home. Further they lacked concentration because of psychological challenges they faced due to segregation they received from their fellow pupils and the sense of being different.

Such study findings concurs with the report by Human Rights watch (2004) in Kenya which also revealed that most of the orphaned fail to pay school fees resulting in most of them being turned away from school. Furthermore, the report reported that orphans face difficulties in affording different needs such as uniform, stationary and other related materials which cause many orphans to drop out of school as compared to number of non-orphan in school and therefore hampering their academic achievement. This implies that the educational challenges facing
many orphans in Tanzania are the same facing other pupils in developing countries such as Kenya.

Furthermore, the study findings by Mishra and Bignami-Van Assche, (2008) are in line with the current study findings. The current study findings revealed that pupils learning concentration is very minimal because of psychological distress. Likewise Mishra and Bignami-Van Assche, (2008) reported that lack of concentration among OVC particularly orphan in access of primary education is one of the challenge with negative influence orphan education. As in the current study due to lose of parents most of orphan lack concentrations which result from low care from guardians as compare to children who are under parental care. Additionally the study by Mwoma and Pillay, (2015) in USA on the education situation of orphans concurs with the current study findings in which poor concentration was evidenced in child headed households in school because they were supposed to search for income in order to earn living. From these reason it is true that orphans spend much time in doing other issues apart from school and therefore their concentration in school become minimal resulted by tiredness.

Apart from school materials another challenge that was revealed in this study included lack of home basic needs such as food, clothes and shelter. Pupils faced a big challenge of lacking food which adversely affected their academic endeavors in different aspects. Learning requires attention and readiness but also energy. It becomes difficult for a child who is hungry to be ready to learn at school. Orphan pupils argued that they do not go to school, they feel lonely, they feel segregated because the life they are living does not favor living. On this aspect they face difficult of attending school instead they need to work for their families. These
findings were also revealed by different research such as UNICEF (2011) which reported that many orphans are affected by poverty reflected from the families they are living. With this reason they find difficult to access food because of lacking money to buy it therefore, spend much time searching for money to buy food which adversely affect their attendance at school as well their academic performance. Furthermore, the studies by Oleke (2007), Ntonzi and Gapere (1995) conducted in Uganda reported the same that children living with their siblings face lot of challenges mostly manifested through relative heavy workloads, inadequate feeding, clothing, shelter and limited joy compared to other children in some households. Likewise, World Fund, (2016) report on Latin America observed the difference in drop rate between orphans and non-orphans reported that orphans drop rate drop out from school is very high due to shortage of food and poverty which is unlike to drop out rate to non-orphan pupils who get food and other needs from their parents.

Therefore, it can be argued that the challenges facing orphans in Tanzania are common in many developed and developing countries. All of those challenges do affect their academic achievement in different ways which require different stakeholders to intervene in order to help orphans access their primary education as well reach their dreams.

5.3 Strategies Adopted by Orphans to Enhance their Academic Achievement
The study findings revealed that orphan pupils adopt different coping strategies in order to achieve their academic needs. Several strategies as per this study involved begging, casual labour in domestic activities such as washing people’s dishes, cleaning clothes and houses. Other mechanism involved being hired to do manual works such as digging, weeding and harvesting in peoples’ farm as well as engaging
in petty business. Through these activities, orphan pupils earned money which enabled them to access different materials for academic purpose. Despite that they earned money and accessed school needs on the other hand their academic achievement was negatively affected whereby they some did not attend school and therefore their academic performance became down.

On the side of begging, it was revealed that children are engaging in different forms of begging ranging from begging in streets, neighbours and friends as well as from the relatives. Orphans engaging in begging are facing some sort of challenges despite that they adopt it as a strategy to fulfill their needs. For instance, pupils living with their grandparents and some with their mothers were asked by their foster parents to go for begging in streets in order that they may not access school needs but also family needs. Pupils reported that as they go in streets for begging sometimes they get money for buying food at home and they get excess for buying school exercise books as well as uniforms. But others reported of lacking money despite that they go for begging.

Begging made orphan pupils stigmatized, being insulted and humiliated in different ways. Furthermore, they spend time which could be used for school hours and therefore, their academic achievement being hampered. Such study findings are supported by the study findings by Adekola, (2012) in Nigeria who revealed the same results as Mann, (2002), arguing that orphans are used to seek help from their extended family members as a support in accessing primary education as did by orphans in the current study. Moreover, the study findings by Chitiyo, Changara, and Chitiyo, (2008) concurs with the current study findings in the sense that orphans often visited relatives as means of obtaining some necessary needs in school like
pen, school uniform and other school learning equipment needs. Different other researches the current study showed that orphan pupils are also mostly involved in begging in streets, something that was not revealed by many studies done in different areas.

Another strategy was engaging in domestic activities which involved washing peoples’ clothes and cleaning dishes for people. These activities helped orphans to generate income in order to access some of the school needs. Others involved themselves in these activities in order to get different materials such as exercise books or food. Several studies UNICEF (2003) also concurred with the current study findings which reported that in Latin America countries most orphans leave school early different from school hours in order to look for other activities such as helping in elderly centers and child centers which help to get income for survival and access or adjust to primary education needs. Furthermore, Goba, (2011) supports the current findings by pointing out that leaving school early is the common strategy adopted in order to relieve difficulties at orphans’ home. Generally, engaging in domestic activities have negative impacts in orphans’ academic achievements as they are missing some of the important school activities be curriculum based or extra curriculum based.

Furthermore, the study findings show that most of the orphans decide to engage themselves in petty business such as selling fruits, groundnuts, water and vegetables as a strategy of enhancing their academic achievements. Orphans engagement in petty business helps them to get money that is used to buy school requirements such as uniforms, pens and other materials as well food at home. The study findings revealed that pupils living with their mothers engaged in selling vegetables and
groundnuts that were prepared by their mothers. On the other hand those living themselves were given different thing such as water and other cold drinks such as juices by shop owners to sell in streets and the evening they are paid according to their sales. The money they got were used to buy school needs despite that most of them reported that they use the money to buy school requirements after full filling the home needs. On top of that pupils revealed that what they get is insufficient to manage all needs. Therefore, still they lack very important school materials.

Rurevo and Bourdillion, (2003) agree with the current study that that common strategy used by orphan in access or adjust to primary education involve engagements in different economic activities. Among the economic activities done by orphans in order to earn their living and school needs include selling vegetable, selling fruits and drinks, washing or looking after cars, mounding and selling bricks, roasting and selling mice, recycling plastic bottles and other activities. Furthermore, Rurevo and Bourdillion, (2003) and UNICEF, (2003) reports that most of orphans in Sub-Saharan countries engage in economic activities such as watering the gardens and selling different things such as sweets and groundnuts in streets in order to access or adjust to primary education. Not only that but also Mamdani, Rajani, Leach, Tumbo-Masabo, and Omondi, (2009) are of the same view that in Sub Sahara countries orphans engaged in different economic activities such as molding bricks and selling them, as well as sell vegetables and fruit to get money for food or exchange them for basic need like treatments at the local clinic when they are sick.

Furthermore, Ledan, (2006) concurs with the current study finding by pointing out that despite that orphan children do engage in petty business the little money they get do not suffice their needs as well as their family. Not only that but also he argued
that the time spent by pupils in doing petty business could also serve the purpose of helping them in studying for their academic achievement. Therefore, more assistance is required in order to help orphans enhance their academic achievement.

The current study findings as well as the evidence from other studies reveal that despite orphan pupils are facing different challenges still they struggle to alleviate those challenges in order to enhance their academic achievement. Furthermore, the findings as well as the findings from other studies has confirmed that although orphan pupils are engaging in different activities to enhance their academic achievement yet these activities do not suffice their needs and sometimes affect them negatively.

5.4 Efficient Support to Help Orphans in their Academic Achievements

The current study findings revealed several support mechanism that can be sufficient in helping orphans access their primary education very well as the government playing the central role of making sure that orphan children access their necessary school needs. Social work intervention, counseling, family and community support, provision of food at school and good relationship with neighbours were also reported as efficient support mechanisms that can be adopted in order to help orphan pupils have their school needs as required.

The joint efforts by the government, school and the community in general is essential in making sure that orphan pupils undertake their primary education efficiently. The findings suggest that without joint effort among different stakeholders it will be difficult for only one institution (government) to accommodate the needs of the orphans. Therefore, foster parents must play their
parts, as well as the school but on top the government. The findings revealed that the government should provide a separate budget for orphans to schools in order that they may buy necessary requirements for them. Furthermore, community members should provide assistance positively to orphans rather than negatively.

Adato, Coady, and Ruel, (2000) supports the findings by arguing that one of the most common supportive mechanisms used by government to overcome or reduce challenges facing orphanage children from poor family in accessing primary education is to reduce or eliminate some of school costs. The reduction interventions help orphanage children from poor family to cover the costs of books, stationery, and school clothing (uniform and shoes).

As revealed in the current study Adato, Coady, and Ruel, (2000) further argued that the best means is to send directly the needed materials or requesting the schools to buy materials for orphans and children from poor family, or to send direct to school. Likewise, Subbarao, Mattimore, and Plangemann, (2001) research findings are in same line with the current study findings revealing that In Latin American countries, some local authorities provide school subsidies and fund for the education of children from poor family and orphans.

School feeding program is another supportive mechanism which was revealed by the current study findings as the mechanism that can help orphans in accessing their studies very well. When pupils are given food home they study well without thinking of lack of food at home which affect their attention in class and therefore, affecting their learning. Mwoma and Pillay, (2015) supports the study findings arguing that In situations where children have food scarcity and walk for long
distances to school and food is not provided, the effect on cognition, short-term memory, verbal fluency, and ability to concentrate is negative. Therefore, the provision of food is an efficient mechanism. Furthermore, Janke, (2001) was of the view that the provision of food at school serves the purpose of reducing the dropout rates among orphans, but also as means to increase enrolment and attendance to orphans as means to access or adjust primary education.

For instance Miller, (2003) also reported that school feeding programs is notified as strategy used as support mechanism provided to orphans in several countries including Ethiopia Côte D'Ivoire and the northern regions of Ghana. It is reported that the program has a significant impact to primary education on enrolment, drop-outs, and performance specifically to orphans. The programs have encouraged parents to send their children to school despite of poverty existence, and they may also result in improving health and performance at school to orphans (Mitchell, Irvine, 2008). These suggest that if this strategy is adopted in Tanzania can therefore help to serve the challenges facing orphans.

Additionally, participants who partook in this study reported that they were not happy with the situation they find themselves. They are very emotional, lonely, segregated and feeling inferior. Therefore, counseling is necessary in order to help them come into normality. Van Dyk, (2008) also revealed that through counselling, AIDS-orphans heading households are given an opportunity to explore and discover ways of living more fully, despite their challenges, as counselling assists them with addressing and solving these challenges and making an informed decision regarding their everyday encounters. Therefore, counselling as a coping tool, helped AIDS-
orphans to manage their unresolved emotional problems more effectively and they may develop unused or underused opportunities to cope more effectively.

Family support, community support as well as neighbours help were other support mechanisms that most of the participants agreed as the sufficient mechanisms that can help orphan pupils to enhance their academic achievements. People in communities (especially neighbours and friends) are to be sympathetic for the orphaned children. This should involve supporting them with food and other educational material such as exercise books. Such findings were also revealed by the study conducted by Woldeyohaness, (2010) who argued that the community’s response to the needs of orphaned children is very important since it helps the level of acceptance of the children after the death of their parents.

Further the study findings by Schor (2003) support the family, community and neighbours as the sufficient means reporting that the family and community around are the most central and enduring influence in the lives of children. Schor (2003) emphasizes that although schools provide formal education, families teach children how to become socially acceptable adults. The family is the first unit in society to teach children the difference between right and wrong. Due to the HIV and AIDS pandemic, family unity is disrupted and consequently so is the socialization process of the child (Dalen, 2009). As a result, children may develop behavior which is unwanted or different from what is expected in a particular society. Therefore, the family and the community around should ensure that they create good conditions for orphans access to education easily.
In reference to the study findings as well as the findings from different literature it can be argued that most for effective schooling of orphans different agencies must work collaboratively. These include the government, different NGOs, school and community at large. Each group should play its active role on making sure that orphans get the required school materials as well as home needs in order that they should focus only in academics.

5.5 Chapter Summary

This chapter has discussed of the findings from the data collected from various respondents regarding the study in relation to the objective stated. The main challenges facing orphans in enhancing their academic achievements are lack of school materials, lack of home basic needs as well as stigmatization from the society which affect their academic achievement in schools. Further, the strategies adopted by orphans include begging, doing petty business, doing domestic activities as well as being hired to work in peoples farm which in some times help them to achieve money to get the required needs while in sometimes they do negatively affect their academic achievement. Finally, the government, NGOs and the community should play a joint effort in supporting orphans with different needs such as school materials as well as home needs.
CHAPTER SIX
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction
This chapter presents summary, conclusions and recommendations of the study on investigations on the strategies adopted by orphans in enhancing their academic achievements in primary schools in Tanzania.

6.2 Summary of the study
The purpose of the study was to explore the strategies adopted by orphans in enhancing their academic achievements in primary schools. Three objectives that guided the study were;

i. To investigate the challenges facing orphans in enhancing their academic achievements in primary schools.

ii. To examine the strategies adopted by orphans in enhancing their academic achievements in primary schools.

iii. To examine the efficient support mechanism that can help orphans in enhancing their academic achievements in primary schools.

Data collection was done by using observations, interviews and documentary review methods. Generally, data were analysed based on qualitative approach by focusing on the research objectives.

The study employed a mixed research approach, whereby a descriptive research design guided the study in collecting and analyzing the challenges, strategies as well as the support mechanism that can be used to enhance orphans’ academic achievements in primary schools in Tanzania. The study involved 133 informants,
among them there were; 96 orphan pupils, 4 head teachers, 32 class teachers and one DEO. Purposive sampling and simple random sampling were used to obtain a sample of the study. Specifically, purposive sampling was used to obtain head teachers and DEO while simple random sampling was used to obtain teachers as well as orphan pupils. The study was conducted in Dodoma Municipality district in Dodoma region. Data were collected through interviews, questionnaires, and documentary review. Content analysis was used to analyse non-quantifiable information which were gathered from interview with orphans, head teachers and DEO. On the other hand quantitative data were analyzed through descriptive statistics. Frequencies and percentage were calculated through Statistical Package of Social Sciences (SPSS) software (version 20). Frequency distribution tables were used to describe and present the findings of the data collected.

6.3 Summary of the major findings

The study findings revealed that:

i. Orphans are facing several challenges that range from home related challenges such as lack of basic needs (food, cloth, and shelter), lack of school related materials (uniforms, exercise books, school shoes and pens) to psychological challenges (inferiority complex and stigmatization). These challenges negatively affected their efforts towards academic achievement since most of them failed to write what was taught by the teacher as well they failed to make revision of what is being taught at home.

Furthermore, Lack of basic needs at home force them not to attend to school in order to fetch for basic needs which affected their attendance at school, their study time as well their psychological being. With these reasons their
academic achievement was affected directly or indirectly because of having many issues to do apart from primary studies

ii. The strategies adopted by orphans in enhancing their academic achievements were engaging in manual activities such as being hired for digging in peoples’ farm grinding stones, weeding and harvesting in peoples’ farm. Furthermore, they engaged in domestic activities (washing dishes, cleaning clothes for people), begging and engaging in petty business (selling water, vegetables, groundnuts, and fruits). These activities helped the orphans to access different educational needs such as school uniforms ad exercise books as well as home needs such as food. Despite that orphans engaged in these activities still they are not sufficient to cater the requirements needed because not only they are struggling for achieving school needs but also home needs and the family at large.

iii. The study findings revealed that different agencies are supposed to provide support for enhancing orphans academic achievement. These agencies included the government, NGOs, schools and community support. The findings also revealed that there is the need for the cooperative measures by the community at large starting from relatives, neighbours, the community around, school, social workers as well as the government in general to help orphans in accessing their education. Each group is supposed to play a supportive role in helping orphans to achieve their dreams through education.

6.4 Conclusions

With regard to research findings the following conclusions are made; first orphans are facing many challenges which hinder their academic achievements ranging from
school related to home related challenges. The challenges they face do not only affect their academic achievements but also affect their social and psychological being.

Secondly, orphans are adopting different strategies which help them to overcome different challenges they face at school and home. The most used strategy is begging from streets, neighbors and other relatives. Despite that it is the most used strategy it is reported to be a non-favoring strategy with some sort of challenges including insults and stigmatization. Furthermore, other strategies included petty business, domestic activities as well as doing manual works. Despite that all these strategies are adopted by orphans they are not efficient in helping them achieve their academic needs.

Lastly, the study revealed that the community at large should work together to help orphans achieve their academic needs in primary education. Respondents were of the view that the government should play its part on ensuring that orphans enrolled at school are given more budget than non-orphans in order that the school may be able to buy school materials for them. On the other hand the community around including foster parents, neighbours and all individuals should play parenting role on helping orphans access different needs being school materials or home needs in order to help them success very well with their primary education.

6.5 Recommendations

Based on the research findings and conclusions the following recommendations are made:
6.5.1 Recommendations for Action

Despite that the government has introduced free education, still there are many educational requirements which are not paid for by government, the orphan families of cannot afford the expenses of the required materials, it is likely that the inability to afford education related materials perpetuates the continuous poor performance, absenteeism and drop out among vulnerable children. The government should formulate a policy for orphan pupils which will help them access all educational materials such as school uniforms and exercise books freely in order to help them achieve their academic needs.

It has been noted throughout that some orphans are more likely to be tired and hungry at school, with the consequence of children fainting during classes, clearly education cannot take place under such circumstances; therefore, school feeding programs should be introduced or expanded in poor communities for the orphan children. School feeding program will ensure that orphans are ready to learn and enroll on time, to keep them in school by enhancing attendance and reducing dropout rates, and to enhance their cognitive skills and educational achievements. The school feeding programs should be make to be part of national health plan with a down –top strategy by empowering communities and families in decision making through sensitization on the importance of proper feeding of children.

It has been remarked that many orphans suffer for trauma because of absence of adequate psychological support, as it has been known that most of these children are experiencing stresses because of extreme family poverty, social disintegration, emotional detachment and psychological traumas. Schools should provide
counseling services in order to help them cope with psychological stresses in order to excel very well with their academics.

6.5.2 Recommendations for further research

i. A Similar study can be done focusing in investigating the coping strategies adopted by orphans in enhancing their academic achievements in secondary schools in Tanzania.

ii. A more comprehensive study can be done on developing a model that can be adopted by education stakeholders, social workers and the government on helping enrolled orphan pupils to get school requirements as well as home requirements in order that they get their education in a friendly manner.
REFERENCES


Adekola, E. K. (2012), Targeting orphaned and vulnerable adolescents with services: Experience with adopting a multisectoral approach in Nigeria.

Adnan, A. (2013), Marginalised Children Denied Education. Bihar, India.


Atchley, C J (1970), Species in Intergrated Taxonomic Information System (IT IS)
Atwine et al. (2015), Health-care seeking Behaviour and the use of traditional medicine among persons with type 2 diabetes in south-western Uganda: A study of focus group interviews: *Pan African Medical Journal*, 20 (76), 5497-4513


Chakrabarti A (2009), *Defining and Supporting Design Creativity*. In: International Design Conference (Design2006), Dubrovnik, Croatia


Eloff, I. (2014), A randomized clinical trial of an intervention to promote resilience in young children of HIV positive mothers in South Africa. AIDS, 28(Supplement 3), S347-S357.


Knowlton, A. S. (2006), Helping the homeless: What educators can do to ease the pain. *Delta*


Palmer, R. T., and Maramba, D. C. (2011), African American male achievement: Using a tenet of critical theory to explain the African American male achievement disparity. Education


Ritchie, J., Lewis, J., & Elam, R. G. (2013), Selecting samples, Qualitative research practice: A guide for social science students and researchers, 111.


Taylor, N. (2008), *Watering the banana trees: The role of international donors in supporting community responses to vulnerable children in countries severely affected by HIV and AIDS*. Draft paper for the Inter Agency Task Team on Children and HIV and AIDS.


APPENDICES

Appendix 1: Interview for Individual Children/Pupils

Part A: Invitation to the Study
Dear sir/madam

I am warmly inviting you to participate in this research which is investigating on the coping strategies adopted by orphans in enhancing their academic achievement in Tanzania. The study aims at fulfillment of my Master of Arts in Education at the University of Dodoma. The information you will provide will be treated strictly confidential and for academic purpose. Furthermore your Identity will be kept anonymous.

I kindly welcome you for the interview

Part B: Personal Particulars
i. Gender 1) Male ……….. 2) Female ………
ii. Age; ....................................................................................
iii. School name; ........................................................................
iv. Grade level............................................................................

Part C: Semi-structured interview
1. Where did you live?
2. With whom do you live with?
3. How many do you live within your family?
4. What is your guardian’s occupation?
5. Do you face any challenges in accessing primary education?
6. If yes, what are challenges facing you in accessing primary education? Eg; Lack of fund for school materials, etc If no how do you afford your education needs?
7. What are the effects resulted from the challenge you have mentioned above?
8. What do you do on your own to cope with accessibility of primary education and overcoming the challenges you face?
9. Do you think that the strategies you adopt helps you in affording all education needs you encounter in everyday life?
10. What changes would you like to be done by your school and community in order to improve your accessibility of primary education and academic achievement?
Appendix 2: Semi-structured Interview Guide for Head Teachers

Part A: Invitation to the Study
Dear sir/madam
I am warmly inviting you to participate in this research which is investigating on the coping strategies adopted by orphans in enhancing their academic achievement in Tanzania. The study aims at fulfillment of my Master of Arts in Education at the University of Dodoma. The information you will provide will be treated strictly confidential and for academic purpose. Furthermore your Identity will be kept anonymous.
I kindly welcome you for the interview

Part B: Personal Particulars
i) Name of the informant (Optional) ………………………
ii) Sex………………………….(Male or Female)
iii) Education Level……………………….(Certificate, Diploma, Degree and above)
iv) Experience in this position…………………………

Part C: Questions for the semi-structured interview of teachers
1. Are you aware of the presence of orphan pupils at your school?
2. What are your views regarding their access to education needs compared to non-orphans?
3. From your experience what do you view as the major cause of orphans at your school and the surrounding area?
4. What do you think are challenges facing orphans in accessing primary education and academic achievements?
5. What kinds of strategies do you think are adopted by orphans to overcome the challenges in accessing primary education?
6. What kind of school rules or regulations might your school have that help you in safeguarding and in trying to cater to the needs of these children?
7. What supportive mechanism do you think your school might need to take as a means of helping orphans continue accessing primary education effectively?

8. What might you need in order to make a difference and to be able to provide more support to orphans’ academic achievements?

Thank you for your willingness and participation in this interview session
Appendix 3: Interview Guide for Municipal Education Officer - Dodoma Municipality

Part A: Invitation to the Study

Dear sir/madam

I am warmly inviting you to participate in this research which is investigating on the coping strategies adopted by orphans in enhancing their academic achievement in Tanzania. The study aims at fulfillment of my Master of Arts in Education at the University of Dodoma. The information you will provide will be treated strictly confidential and for academic purpose. Furthermore your Identity will be kept anonymous.

I kindly welcome you for the interview

Part B: Personal Particulars

i. Name of the informant (Optional) ..............................

ii. Sex.................................(Male or Female)

iii. Education Level..............................(Certificate, Diploma, Degree and above)

iv. Experience in this position.................................

Part C: Questions for the semi-structured interview of teachers

1. Are you aware of the presence of orphan pupils in your district? (If yes what is the total number of orphans schooling in your district (male and female)).

2. What are your views regarding their access to education needs compared to non-orphans?

3. What do you think are challenges facing orphans in accessing primary education and academic achievements in your district?
4. What kinds of strategies do you think are adopted by orphans to overcome the challenges they face in accessing primary education?

5. What kind of school rules or regulations might your district have that help you in safeguarding and in trying to cater to the needs of these children?

6. What supportive mechanism do you think your district might need to take as a means of helping orphans continue accessing primary education effectively?

7. What might you need in order to make a difference and to be able to provide more support to orphans’ academic achievements?

   Thank you for your willingness and participation in this interview session
Appendix 4: Questionnaire for Teachers

Part A: Invitation to the Study

Dear sir/madam

I am warmly inviting you to participate in this research which is investigating the coping strategies adopted by orphans in enhancing their academic achievement in Tanzania. The study aims at fulfillment of my Master of Arts in Education at the University of Dodoma. The information you will provide will be treated strictly confidential and for academic purpose. Furthermore your Identity will be kept anonymous.

I kindly welcome you for the interview

Part B: Personal Particulars

i. Name of the informant (Optional) ………………………

ii. Sex………………………….(Male or Female)

iii. Education Level………………………….(Certificate, Diploma, Degree and above)

iv. Class; …………………………..

Part C: Questions for orphans access to education

Please tick (v) on the response of your choice.

1. Are there orphans in your class:

   1. Yes [ ] 2. No [ ]

2. Please identify the number of orphans available in your class

<table>
<thead>
<tr>
<th>Class</th>
<th>No. of Pupils in class</th>
<th>No. of orphans in class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
</tbody>
</table>

121
3. How do you rate the progress of orphans in your class?
   1. Very bad
   2. Bad
   3. Fair
   4. Good
   5. Very good

4. Do you think orphans are facing any challenges in accessing primary education?
   1. Yes [ ] 2. No [ ]

5. If yes, what challenges do you think are facing orphans in accessing primary education?
   1. Lack of fund for school materials 1. Yes 2 No [ ]
   2. Lack of shelter 1. Yes 2 No [ ]
   3. Lack of food 1. Yes 2 No [ ]
   4. Poverty 1. Yes 2 No [ ]
   5. Lack of fare 1. Yes 2 No [ ]
   6. Discrimination 1. Yes 2 No [ ]
   7. Cheap labor 1. Yes 2 No [ ]

6. What are the effects which result from the challenges observed in (11)
   1. Dropout school 1. Yes 2 No [ ]
   2. Engaging in bad peer group 1. Yes 2 No [ ]
   3. Employed as cheap labor 1. Yes 2 No [ ]
   4. Sexual harassment 1. Yes 2 No [ ]
   5. Death in some 1. Yes 2 No [ ]
   6. Robbery 1. Yes 2 No [ ]
7. Who are most affected with the Challenges explained above?
   1. Boys
   2. Girls

8. From observed challenges are there any helps obtained from Teachers/school?
   1. Yes  2. No [ ]

9. If Yes, what are the help obtained from teachers/school and fellow pupils?
   1. Buying pen and pencil  1. Yes  2 No [ ]
   2. Help with food  1. Yes  2 No [ ]
   3. School uniform  1. Yes  2 No [ ]
   4. Excise books  1. Yes  2 No [ ]

10. What do orphans do in order to cope with accessibility of primary education?
    1. Involving in Economic Activities  1. Yes  2 No [ ]
    2. Selling family properties  1. Yes  2 No [ ]
    3. Engaging in Child cheap labor  1. Yes  2 No [ ]
    4. Departure from School Early  1. Yes  2 No [ ]
    5. Absenteeism  1. Yes  2 No [ ]
    6. Others Specify ……………………………………………………

11. If Yes in 10.1 what are economic activities involved in by orphans to cope with challenges in accessing primary education?
    1. Sell vegetables  1. Yes  2 No [ ]
    2. Sell fruits  1. Yes  2 No [ ]
    3. Engaging in horticulture  1. Yes  2 No [ ]
    4. Sell of eggs  1. Yes  2 No [ ]
5. Livestock keeping  1. Yes  2. No [ ]
6. Farming activities  1. Yes  2. No [ ]

12. If yes, in 10.3 what are cheap labor activities employed?

1. Sell vegetables  1. Yes  2. No [ ]
2. Sell fruits  1. Yes  2. No [ ]
3. Sell drinks  1. Yes  2. No [ ]
4. Day worker in farm  1. Yes  2. No [ ]
5. Others specify ………………………………………

13. What changes would you like to see in your school in order to improve accessibility of primary education?

a) ………………………………………………………………………………………

b) ………………………………………………………………………………………

c) ………………………………………………………………………………………

d) ………………………………………………………………………………………

14. Are there any support mechanism from government and NGOs which support primary education?

1. Yes  2. No [ ]

If yes mention them;

a) ………………………………………………………

b) ………………………………………………………

c) ………………………………………………………

d) ………………………………………………………

e) ………………………………………………………
15. What kind of support mechanism do you think can be adopted by the school, government and community at large to help orphans access primary education.

a) .................................................................
b) .................................................................
c) .................................................................
d) .................................................................
e) .................................................................
f) .................................................................

Thank You for your Participation
Appendix 5: Permission Letter from the University of Dodoma

THE UNIVERSITY OF DODOMA
DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY
OFFICE OF GRADUATE STUDIES AND CONTINUING EDUCATION
P. O. BOX 259, DODOMA, TANZANIA.
Tel: +255 26 23 10173; Fax: +255 26 23 10005; Email: graduate@udom.ac.tz; website: www.udom.ac.tz

REF: UDOM/GRF/13 Vol VI/71

Director,
Dodoma Municipal Council,
P.O. Box 1249,
DODOMA.

Wednesday, 09 May 2018

RE: INTRODUCING MS. ACKIM, JOSEPHINE

The above named candidate is enrolled at the University of Dodoma for the degree of Master of Arts in Education with registration number HD/UDOM/135/T.2016

As an essential requirement of the study programme, each candidate is required to submit a dissertation report on a research undertaken within an industry and supervised by a member of the University’s academic staff. Where possible the research should relate to a practical situation in an organisation or firm selected by the candidate. Candidates are expected to use their own initiative to identify a possible research and negotiate access with a local firm or organization.

The above named candidate has developed the proposal titled “COPPING STRATEGIES AMONG ORPHANS IN ENHANCING THEIR ACADEMIC ARCHIEVEMENTS IN TANZANIA” which has been approved for data collection. The work may take the form of a survey, ethnography, case studies, etc. Where the research may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the candidate with this opportunity to facilitate her Studies while at the same time gaining some useful inputs for your own organization through the results of the research report.

Sincerely,

Said A. Ibrahimu
For: Director, Graduate Studies and Continuing Education

C.c: Director, GS&CE
Appendix 6: Permission Letter from Dodoma Municipal Council

JAMHURI YA MUIUNGANO WA TANZANIA
HALMASHAURI YA JJII DODOMA
(Barua zote zipelezewa kwa Mkurugenzi wa JJii)

MKOA WA DODOMA
Tel.: 2324817/2321550
Fax: 2324817/2358187

Ofisi ya Mkurugenzi wa JJii,
S.L.P.1249,
DODOMA
E-mail: md@dodomamc.go.tz

Kumb Na. HMD/E.10/4/VOL IV/740
Tarehe: 10 Mei, 2018

Mkuu wa Idara,
Idara ya Elimu Mwima,
Haimashauri ya JJii,
S.L.P 1249,
DODOMA.

YAH; KIBALI CHA UTAFITI

Husikeni na soma tajwa hapa juu.


Kwa barua hili, naomba apatiwee ushirikiano katika kufanikisha utafiti wake kama ilivyoelezwa hapa juu.

Ahsante,

Kny: MKURUGENZI WA JJII
DODOMA

Nakala: Mkurugenzi wa JJii
DODOMA.

Mkuu wa Chuo,
Chuo Kikuu cha Dodoma,
S.L.P 259,
DODOMA

Ndg. Ackim Josephine,
Chuo Kikuu cha Dodoma,
S.L.P 259,
DODOMA